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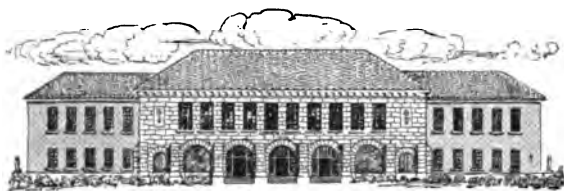
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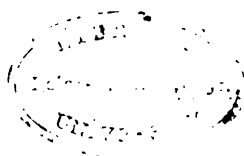
Rhode Island Schoolmaster.

Editor:
THOMAS W. BICKNELL.

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CONTENTS.

Address of Rev. Daniel Leach, at the Annual Meeting of the Rhode Island Institute of Instruction... 97	Concerning Pronunciation..... 363
Albert A. Gamwell..... 4	Cultivation of the Memory..... 153
A Liberal Education..... 378	Drawing in our Public Schools..... 9
American Institute of Instruction... 252	Dull Pupils..... 89, 123
American Philological Association, 251, 278	Duty as a Lesson..... 56
An Address by the U. S. Centennial Commission..... 415	Easter..... 137
An Ancient Relic..... 407	Education of Children in the Famil- istere at Guise..... 376
An Elementary Course of Study..... 189	Educational Intelligence..... 27, 72, 102, 141, 179, 215, 268, 287, 318, 356, 387, 421
An Imaginary Tour..... 171	Evening Schools of Providence..... 102
Annual Meeting of the Association of N. E. Superintendents..... 182	Examination Questions, 106, 140, 184, 214, 354, 420
Annual Meeting of the National Edu- cational Association..... 183	Facts..... 8
Annual Meeting of the Rhode Island Institute of Instruction... 59	Farmer Grey..... 417
Appellations of the States of the Union..... 412	First Principles of Number..... 199
A Pleasure Trip..... 339, 366	Homer Again..... 337
1871—A Review..... 1	Institute Jottings 414
A Suggestion..... 316	Kindergarten Education..... 406
A Word for Opportunity..... 130	Little Helps..... 12
Beautiful Chemical Experiment..... 55	Look on this Picture..... 22
Books..... 405	Meeting of School Superintendents.. 357
Books and Book Knowledge..... 261	Miscellaneous..... 171
British Schools and Board Schools... 201	Mt. Pleasant Re-Union..... 359
Brown University..... 72	Music in our Schools 269
Can your Pupils Say it of You?..... 408	National Educational Association, 24, 220, 251, 281, 293
Cases in Grammar..... 54, 127	Names of the States..... 374
Co-Education of the Sexes..... 342, 397	
Corporation of Brown University.... 318	
Concerning Boys as Pupils..... 334	
Common Things..... 250	

17 H 22 Borden

Names of First Graduates, New R. I.	Teachers' Instructions.....	404
State Normal School.....	The Artist of the District School....	266
Nine Good Rules.....	The Essentials in Practical Mathe-	
	matics in Common Schools.....	312
Our Book Table....85, 73, 109, 146, 186,	The Flies and the Spiders.....	53
222, 259, 322, 361, 392, 427	The Graded System.....	208
Our Exchanges....36, 76, 112, 148, 186,	The Most Ancient Books.....	11
225, 260, 324, 362, 395, 429	The National Capital.....	382
Parting Hymn, R. I. Normal School-237	The New High School Building,	
Place, or Elementary Geography....	Worcester, Mass.....	39
Practical Education.....	The Old Fashioned Schoolmaster....	163
Present School Superintendents....	The Pronunciation of Latin—Art. 1..	175
Primary Schools Separate.....	The Public School System in America-	273
Projected Lives.....	The Queen's English.....	134
Proper Study Conductive to Health	The Schoolmaster Abroad.....	419
and Long Life.....	The Soldier Ants and their Chattels..	370
Publisher's Department....34, 108, 146,	Thy Study of Nature as a means of	
184, 221, 259, 321, 360, 390, 426	Intellectual Development.....	229
Questions for Teachers to Answer...409	The Two Boys: A Study.....	85
Reading in Schools.....	The Use and Abuse of the English	
Relation of Illiteracy to Crime.....	Language.....	46
Report of Rev. Daniel Leach.....	The Work of the Primary Teacher..	77
Rhode Island Institute of Instruction-356	Thoughts on Elementary Geography..	93
Recent Publications....114, 151, 187, 227	Town System v. District System....	52
Salaries of Principals.—Ladies.....	Troublesome Scholars.....	19, 43
School Apparatus.....	Trust in God and Do the Right.....	213
School Temperance Societies.....	Twenty-Seventh Annual Meeting of	
Shall our Girls go to College?.....	R. I. Institute of Instruction....	26
Some Things about Reading—No. 1,	Twenty-Eighth Annual Meeting of	
173, 235	the R. I. Institute of Instruction.	421
Song of the Rill.....	Two Pictures—I Can't.....	178
Spectrum Analysis....	Two Pictures—I Will.....	198
Spelling.....	West Point.....	14
Swiss Schools.....	What Constitutes a Good Primary	
Teachers.....	Teacher?.....	50
Teachers' Bulletin.....	What has been achieved by Young	
	Men.....	384
	What the Microscope Teaches Me...369	
	Where to Live.....	279
	Written Examinations.....	240

The Rhode Island Schoolmaster.

JANUARY, 1872.

VOLUME XVIII.

T. W. BICKNELL, Editor.

NUMBER I.

" 'Tis greatly wise to talk with our past hours,
And ask them what report they've borne to Heaven,
And how they might have borne more welcome news, —
Their answers form what men Experience call."

Such a review is valuable with reference to our individual work as teachers, and embraces the plans we have formed, and carried into execution for personal improvement, and for a higher fitness for our calling. What we have done, or left undone in this direction is known mainly to ourselves—to others only through our enlarged personal influence, of which we may not be able to speak.

What we have done for others, in our relations to our pupils, their parents, and the officers of the schools, is a subject of deep personal interest and pertinent inquiry. To make mention of these things would be to recite the story of faithful labors done by the diligent school-workers in all parts of our noble State. That the teachers of Rhode Island have done a good public work in 1871, we cannot doubt, from their interest in measures for professional advancement, and from the emulative spirit which has been manifest to increase the power of their personal influence in bringing about various reforms in school work. Our success, complete or partial, will be a stimulus to new efforts for the year of Grace upon which we now enter, 1872.

The great work done in Rhode Island in 1871, has been the establishment of the State Normal School on a permanent, a popular, and a successful basis. In May, 1854, the first Normal School was

opened in Providence, under the direction of Dana P. Colburn and Arthur Sumner, with *twenty-three pupils*. Six others joined the school before the close of the term. That was a good beginning, and the first graduates have done good service in the schools of the State. Among them were Misses Nichols, Passmore, Hoswell, Yeomans, Sprague, and Palingreen, and Mr. Henry Clark. At that early day the names of only three gentlemen were enrolled on the daily records. Professor S. S. Greene, of Brown University, was added to the corps of instructors as Teacher of English Grammar and Analysis. There were added, as the school increased, Misses E. T. Brown, A. F. Saunders, and Mr. Robert S. Fielden, as assistants in instruction. Later came Hannah W. Goodwin and Daniel Goodwin, and in 1857 the school numbered fifty-five pupils. Certainly, a good growth for three years.

At the May session of the General Assembly, a resolution was passed directing the removal of the State Normal School to Bristol, and at the reunion at the Second Universalist church in Providence, July 10, 1857, over two hundred past members of the school met to say good-bye to Normal Hall, and send their best wishes with teachers and pupils, on their departure to Bristol. Then Professor Greene and Mr. Fielden closed their official connection with the school. The records give the following just tribute to Professor Greene :

"Prof. S. S. Greene, the real founder of the Normal School, and its constant friend, who has rendered most efficient and acceptable services as Teacher of English Grammar and Analysis, also closed his official connection with it at the close of this term."

The first term at Bristol opened September 15, 1857, with thirty-seven pupils, under Colburn, Goodwin and sister. Thus the school continued, with the promotion of Miss Hannah Goodwin to the place made vacant by her brother's resignation, and the appointment of Miss Ellen R. Luther, of Bristol, to succeed to Miss G.'s position, until December 15, 1859, when Colburn's sad and sudden death vacated the principalship of the school.

A new hand truthfully records : "Thus was snatched away one who had been the life and the head of the State Normal School during five years and a half, even from its very commencement. A long time must elapse before one can be found to fill this office with

like spirit, fidelity and skill." Mr. Daniel Goodwin returned to the school to supply the vacancy, until Joshua Kendall assumed the duties of principal, with a school of thirty-four pupils. With variable fortunes, the school continued until the close of the winter term 1865, when Mr. Kendall closed his connection with the school, and a vacation of five weeks was indefinitely continued, "to await the action of the General Assembly upon the bill for the removal of the school to Providence."

MARCH 14, 1871.

An act to establish a State Normal School passed the General Assembly of the State by a unanimous vote in the Senate, and an almost unanimous vote in the House of Representatives.

SEPTEMBER 6, 1871.

The State Normal School was opened in Providence with appropriate dedicatory services, participated in by His Excellency Gov. Puford, Hon. T. W. Bicknell, Commissioner of Public Schools, Hon. S. H. Cross, Dr. C. H. Fisher, Rev. Daniel Leach, and Rev. G. L. Locke, of the Trustees of the School, and His Honor Mayor Doyle, of Providence.

With nearly two hundred applicants, only one hundred could be accommodated, and with that number the school is securing the most valuable results to an earnest and intelligent body of pupil-teachers, who will soon become qualified to enter the public schools of the State. The Board of Instruction is as follows:

BOARD OF INSTRUCTION.

J. C. Greenough, A. B., Principal; Miss Susan C. Bancroft and Miss Mary L. Jewett, Assistants.

LECTURERS AND SPECIAL INSTRUCTORS.—Prof. George I. Chace, LL. D., Physiology and Moral Science; Prof. S. S. Greene, LL. D., Language and English Grammar; Prof. J. Lewis Diman, LL. D., English History; Hon. George W. Greene, American History; Prof. B. F. Clarke, Mathematics; Prof. T. Whiting Bancroft, Rhetoric; Prof. Charles H. Gates, Modern Languages; Miss Susan C. Bancroft, Vocal Music and Vocal Culture; Mrs. M. H. Miller, Reading and Elocution; Rev. Carl W. Ernst, German Language; Rev. Nathan Williams, Drawing; Mr. E. C. Davis, Penmanship.

ALBERT A. GAMWELL.

A distinguished teacher and a most estimable citizen has passed from the scenes of this changing life, to the unchanging destinies of the life which has no end. On Thursday, December 21st, all that is mortal of Albert A. Gamwell was committed to the earth. For nearly a quarter of a century, he has been the faithful and devoted Principal of the Fountain Street Grammar School, in Providence, where a multitude of our youth have learned to revere his name and practise his wise instruction and counsels. His voice has often been heard with profit and delight in our gatherings of teachers, and his pen has been actively employed for the columns of the *SCHOOLMASTER*. Ere the the impression which his death has made upon the public mind shall have faded into indistinctness, let us glance for a moment at the record of his useful and honorable life, and seek to embody for the benefit of the living, some of the elements of his character and success.

The deceased was born in Peru, Massachusetts, on the 29th of October, 1816. He had, therefore, but recently entered upon his fifty-sixth year. Concerning his boyhood we know but little. His life was that of a farmer among the hills of Berkshire county, and here he acquired that taste for agricultural pursuits, and especially for the cultivation of fruit and flowers, which employed the leisure hours of his later years, and rendered his home so pleasant and attractive. The common schools of the town afforded him the ordinary advantages of an education, which he faithfully improved. As he advanced to manhood he became personally interested in religious truth, and joined a Baptist church. Desirous of pursuing a liberal course of study, with a view, perhaps, of engaging in the work of the Christian ministry, he entered the Connecticut Literary Institution, at Suffield. Here he distinguished himself by his scholarly attainments; but his intense application to study injured his health, and changed all his plans for life. In the fall of 1842, he entered the Freshman Class of Brown University, then under the Presidency of the late Dr. Wayland. For him he entertained throughout life the most profound veneration and respect. He was never weary of re-

counting his praises, and he endeavored in his daily life and conversation to practise his teachings and to emulate his rare virtues. Ill health compelled him to leave college for a year, and in the fall of 1844, he entered the Sophomore Class. It was here that the writer made his acquaintance. A friendship was at once formed which has known no abatement, and which, through all the varied and checkered scenes of student and professional life, has been a source of mutual happiness and improvement.

Mr. Gamwell graduated in September, 1847. He immediately entered upon his duties as a teacher, having been appointed to succeed Mr. Joshua D. Giddings, as Principal of the Fountain Street (now Federal Street) Grammar School. It may be interesting to consider for a moment the organization of the School Committee at this time, and to glance at his associates in office. We have before us a printed schedule, which gives the needful information. His Honor, Thomas M. Burgess, was President, Edward R. Young, Secretary, and Nathan Bishop, LL. D., Superintendent. Of the standing Sub-Committees, Messrs. Moses B. Ives and Stephen T. Olney were on *Accounts*; Mayor Burgess, Rev. Dr. Caswell, Alexander Duncan, William T. Dorrance, and Rev. Dr. Osgood, on *Qualifications*; Messrs. John J. Stimson, Amos D. Smith, and Mayor Burgess, constituted the *Executive Committee*; while Rev. Dr. Hall, Rev. Dr. Caswell, Prof. William Gammell, and Mayor Burgess, constituted the *Committee on the High School*. Among other members of the Committee we notice the names of Bishop Henshaw, Shubael Hutchins, Ex-Governor Dyer, Esek Aldrich, Isaac Thurber, Rev. Dr. J. N. Granger, Amasa Manton, and Dea. William C. Snow, who, it may be remarked, has retained his membership until the present day. The other Grammar Masters at the time of Mr. Gamwell's appointment, were Christopher T. Keith, Zuinglius Grover, Lemuel B. Nichols, Caleb Farnum, and Amos Perry. Of these, Mr. Nichols is a physician in Worcester, while Mr. Grover is teaching in Chicago. The remaining three are still citizens of Providence, but engaged in other pursuits and callings.

During all the changes incident to teachers and committees, Mr. Gamwell continued at his post, rendering faithful service, and satisfying alike parents, guardians, and pupils. Indeed, we question

whether in the twenty-four classes that have annually graduated from his school, one can be found to speak otherwise than in terms of respect and love for their devoted Principal. Such an instance as this is rare, and it speaks volumes for the character and worth of the man. Had he lived until July next, he would have completed a quarter of a century, when it was his intention to relinquish teaching, and engage, perhaps, in other pursuits. Already had his numerous pupils and graduates made arrangements to signalize so interesting an event, by special exercises at the examination of the Federal Street School, (or rather the HUGHES SCHOOL, as it has been named by the Committee,) and by a liberal gift to the retiring Principal. But alas! he has ceased from his labors on earth, and it remains only to strew flowers over the lifeless remains of the departed.

We can only glance in the brief space here allotted to us, at one or two prominent traits in his character. He was remarkable throughout life for patient, untiring industry. Methodical in the employment of his time, both in the school-room, and at his home, he was never compelled to adjust the claims of interfering duties. Frugal in his habits and moderate in his desires, never sacrificing substantial comfort for mere fashion and empty show, he was enabled to live within his means, and leave a competence for his family. His mind was evenly balanced. He possessed rare powers of analysis and discrimination, and he was seldom imposed upon by the various humbugs of the day. As a teacher, he was quiet and unpretending, but withal thorough, teaching principles and not theories or text-books. What he loved was honesty and truthfulness, what he despised was vain show and deceit. Hence parents and officials in visiting his school could see for themselves, from time to time, the results of earnest endeavor and true discipline. The usual quarterly examinations were with him genuine examinations, and not exhibitions prepared especially for the occasion. He disapproved of many of the isms of to-day, and of the introduction of so many general exercises, believing with the writer, in the old-fashioned way of studying and reciting all lessons in the school-room, and within school hours, leaving the rest of the time for work and play. He had a profound reverence for religion and religious institutions, and was firm in his convictions as a Baptist; yet no one could know from his

general conversation where he attended church. His was a faith, not of creeds, but of principles, as summed up by the inspired prophet, "do justly, love mercy and walk humbly."

On Tuesday, December 5th, he took a severe cold, which resulted in pleurisy and typhoid pneumonia, from which he never recovered. During his brief sickness he was but partially conscious, and then only at intervals. On the morning of December 18th, he gently and peacefully breathed his last, expiring in the triumphs of the Christian faith, and in the hope of a glorious immortality. His funeral was held in the meeting house of the First Baptist Church, of which he was a member. The spacious edifice, notwithstanding the intense cold, was well filled even to the galleries, with sincere friends and mourners, who thus assembled to do honor to the departed. As the grief-stricken procession of relatives entered the house, the organ pealed forth a solemn dirge. The casket containing the lifeless remains was deposited on the platform in front of the pulpit, after which the choir sang an opening hymn, and the Rev. Samuel W. Field, formerly pastor of the wife of the deceased at the time of their marriage, read selections from the Scriptures. The Rev. Dr. S. L. Caldwell, pastor of the church, then presented in a few well chosen words, a just and comprehensive eulogy of the beloved teacher, enforcing upon the living, and especially upon the young, the lessons taught by his worthy life and peaceful death. At the close of the address, the choir sang the favorite hymn of the deceased, "Nearer my God to thee," and the services were closed with prayer by Dr. Caldwell.

Among those present besides the family and relatives of the deceased, and the pupils of the Hughes School, were His Excellency, Governor Padelford, His Honor, Mayor Doyle, Rev. Dr. Caswell, President of Brown University, Rev. Daniel Leach, Superintendent of the Public Schools, members of the School Committee, as also teachers and pupils of the various schools of the city. With tearful eyes and sorrowing hearts they took a last farewell view of him whom they had learned to honor and love. The casket in which he lay, dressed as in life, was completely covered with most beautiful and chaste floral emblems and mementos, tributes of affection from those with whom he had been so long and so intimately associated. The remains were taken to the North Burying Ground and en-

tomed. Hon. Amos Perry, Principal of the Summer Street Grammar School when Mr. Gamwell entered upon the duties of his Principalship, Albert J. Manchester, at present Principal of the Thayer Street School, Dr. H. H. Burrington, Chairman of the Third District Committee, Prof. Albert Harkness, an officer of the First Baptist Church, Alvah W. Godding, a near neighbor, and for fourteen years a co-laborer as Principal of the Arnold Street School, and Reuben A. Guild, a classmate and life-long friend, officiated as pull-bearers.

Mr. Gamwell leaves a wife and four young children, who, in his death, sustain the loss of a most affectionate husband, and a tender and considerate parent. He was a sincere friend, a wise counsellor, a faithful teacher, and above all an upright man. The memory of his virtues and deeds will long be treasured in grateful recollection by those who knew him, and especially by a generation of pupils upon whom he has left an impress, more enduring than "storied urn or sculptured marble."

R. A. G.

FACTS.

No. 1.—Eighty per cent. of the adult criminals in the United States have learned no trades.

No. 2.—Between eighty and eighty-five per cent. of these adult criminals have not sufficient education to read and write with facility.

No. 3.—Full forty per cent. of the inmates of States' Prisons and Reformatories of the United States are of native birth.

No. 4.—England spends five times as much for pauperism and crime as for the education of her children.

No. 5.—Switzerland spends seven times as much for education as for pauperism and crime.

DRAWING IN OUR PUBLIC SCHOOLS.

"But I have no taste for it," said one who was being urged to pay more attention to her drawing lessons. Though herself a teacher, she seemed to consider this a sufficient excuse for her crude and carelessly executed designs. We did not argue the question, feeling that our friend is but one of many in her profession who fail to see that the signs of the times indicate that the day is not far distant when the ability to instruct in at least the elements of Drawing will be required of all teachers in our public schools.

Already the Legislatures of our neighboring States have added this branch to the course prescribed for the common schools, and many of the teachers in their large towns are fitting themselves for the new work by taking private instruction. We are glad to know that the subject is beginning to receive attention in our own State. A resolve was recently passed by the School Board of Providence, requiring the pupils in the public schools to devote at least one hour a day to practice in the elements of Drawing. In the free Polytechnic school, which has been opened in the city, there are large evening classes in architectural, in mechanical, and in art Drawing, taught by able and earnest instructors. We are informed that the members of our State Normal School, also, are receiving instruction in this branch, and that many of those who visit the school on Saturdays are availing themselves of this opportunity to acquire useful hints as to the best methods of teaching elementary Drawing.

A few words to those who have not as yet made any attempt at teaching it, or who are not convinced that the ability to do so is desirable. We are quite too apt to consider Drawing as a mere accomplishment, something to be acquired because it is a source of pleasure to one's self and friends. We associate it with the attempts at fine art which adorn (?) the walls of boarding-school halls upon exhibition days, or going to the other extreme, pronounce it a waste of time and means for any one to handle pencil or brush who does not give unmistakable evidence of artistic genius.

We forget that Drawing is the very foundation of all the decorative arts, and that to the designer we are far more indebted than to the

workmen of lower grade who have but embodied his idea. European nations understand this subject, and in their schools great attention is paid to Drawing. Says a recent letter from Switzerland:—"The Swiss schools also excel in Drawing. They understand both its practical bearing and relation to general culture. Their skilled mechanics apply the art in drafting plans and executing all nice work. They say that not the architect, builder, machinist and inventor only must draw, but that any craftsman skilled in design makes a better workman, whatever may be his trade. The world now pays substantial tribute to Switzerland for the exquisite taste displayed in the decorative arts, in their beautiful designs and chasings in gold and silver, their watches and music boxes, their silks and ribbons and the patterns in embroidery, and for their extensive printing and dyeing manufactories. In the industrials schools, special instruction is given in ornamental drawing, molding and designing."

The same might be said of the schools of France, Germany, and England. The evidence of our own mistake in not training the youth of our land in the same manner may be found in all our large manufactories. It is the exception to the rule, if the chief engraver or designer is an American by birth. A Report on the Training School at Battersea, England, published in 1841, has this paragraph which we may well appreciate :

"In all those manufactures of which taste is a principal element, our neighbors, the French, are greatly our superiors, solely, we believe, because the eyes and the hands of all classes are practiced from a very early age in the arts of design."

In a State like our own, where manufacture is the leading pursuit, is it not particularly important that we train the young hand and eye, at least so far as to develop the latent artistic talent which otherwise might never become available?

Admitting that a knowledge of Drawing is useful in the various trades, let us consider its immediate effect upon the mind of the pupil. The study of form is allowed to be of the first importance as a means of awakening and quickening our powers of observation. Nothing will more strongly impress upon the mind the shape and comparative size of objects than attempting to draw them. For this reason there is no surer way of becoming familiar with a country

than to make a map of it. When this can be well done from memory, we have no need of long lists of questions to test one's knowledge of Geography.

Drawing is almost essential in illustrating whatever we wish to present to the mind of another. A few lines will often do this better than many words. We do not need to dwell upon the pleasure to be derived from the power to use pencil or crayon skilfully. It is admitted to be a graceful accomplishment and a pleasant recreation. But too many make the mistake of supposing that a little dabbling in art under a poor teacher will develop and refine the taste. The same careful attention to the elements is required in this branch as is demanded in mathematical or scientific studies, and only he will excel who is willing to diligently train eye and hand by practice in "the fundamental rules." We should severely criticise a teacher of music who had given a beginner a difficult Overture as his fourth lesson, and yet are easily persuaded to allow a pupil in Drawing to attempt copying a landscape before he can sketch a single tree.

To develop the sense of beauty and thus lead to a more reverent contemplation of the works of the Divine Master is the true sphere of art. He who has learned to closely observe variety in form will delight in the study of nature, and be able more truly to appreciate all works of art. One of our most distinguished educators once said: "The feelings, the imagination, the conceptive power, the taste, and even the critical judgment of the young mind, are all called into as active exercise in every earnest attempt to draw in outline, to shade, or to color the form of any external object, as in any endeavor to describe it by tongue or pen."



The most ancient books are the Pentateuch of Moses, and the poems of Homer and Hesiod. The first *printed books* were printed on one side only, the leaves being pasted back to back. During the reign of Edward VI., 1552, books of astronomy and geometry were ordered to be burned, as being infected with magic.—*Oliver Optic's Magazine*.

LITTLE HELPS.—No. 2.

In some of our country schools the attendance is very small, ranging from seven to fifteen. Many young teachers who have had no experience are at a loss to know what to do to keep so few children busy and interested for the six hours that school is in session.

Said one of these teachers, "I hear the children's lessons twice a day, and when I can think of nothing else to keep them busy, I have them spell from the beginning of the book." Now that review in spelling is excellent, but unless often varied it would become tiresome to the children.

It is of several simple exercises for the use of such teachers we would speak, and for the first of these the spelling-book furnishes a fund of material.

Let each child select, in turn, some word of the lesson with which he is familiar, and define it if he is able. You will be astonished to notice the great number of words which he can use understandingly without the ability to put their meaning into words. Encourage him to try; help him a little, and when you have framed a good definition have it repeated by the class. But do not help him too much; wait until he shows by his *looks* that he must give up, and then give him just as slight a clue as will answer the purpose. The main benefit in this practice is the being taught to *think*.

Another pleasant exercise for the children is making sentences.

"Who will give me a sentence with the word *horse* in it?" Up the hands fly, and each little face is bright.

"Johnnie, give me yours."

"My father has a horse."

"Very well. Now a sentence with *dog* in it."

"My dog is black, and his name is Tiger."

Continue this till every child has a sentence, then let them add one to it. Then Johnnie will give, "My father has a horse. His name is Bill, and he will follow me all around the lot."

Proceed in this manner until several sentences have been put together, and each child has his little *story*. Let this be written upon the slate, all mistakes carefully corrected, and the subject-word written above it.

Composition writing will not be difficult for children who have had this training.

If you have a class in the multiplication table, set them to playing "Buzz." Of course you would not let them know they were *playing*. How shocked some blunt old farmer would be if Jimmie should say at night, with his little face radiant with pleasure, "O, father, teacher let us play Buzz this afternoon!" Wouldn't he "reckon *that* school ma'am had better not be hired next term!" Substitute any word you please for the obnoxious *buzz*, and let the children enjoy their game. Take, for instance, the table of sevens. Count around the class, and whenever the number has a seven in it—as 17, 27, &c.,—or is a multiple of seven—as 14, 21, 28, &c.,—let the word —— be substituted. Let the counting be done rapidly, and let the pupil next the one who makes a mistake correct it and go above. Those table cards that are surreptitiously consulted in performing an example in multiplication, would lose their potency after a few days' practice.

I. M. G.



NINE GOOD RULES.

1. Make the school-room duties pleasant; conduct them with animation and cheerfulness.
2. Take an interest in them, and treat everything connected with the school with dignified importance.
3. For young scholars, the class exercises should not be kept up longer than interest is maintained.
4. Idleness should be sedulously avoided. A programme of recitations and studies, furnishing uninterrupted employment during each session, is indispensable to a well-regulated school.
5. Great care should be given to assigning lessons; if too long, they discourage the learner, if too short, they encourage idleness.
6. Emulation is a valuable aid if judiciously employed, and may be used in a great variety of ways.

7. Patient, persistent effort will accomplish your object, remembering always that education is a process of growth, and time an essential element in it.

8. Cheerfulness and confidence are lights that blaze, giving a glow of animation and activity, while a fretful spirit begets uneasiness and impatience in others.

9. Frequent threats of punishment, and habits of fault-finding are seldom attended with good results.—*Quebec Journal of Education*.

WEST POINT.

THE EXAMINATION OF CANDIDATES FOR CADETSHIP, WESTERN DISTRICT OF RHODE ISLAND.

This examination was held on Tuesday, October 31st, at the Greenwich Conference Seminary, and was conducted by Rev. D. H. Ela, Principal of the Seminary; O. H. Kile, Esq., Principal of Schools in District No. 1, Westerly; and a resident physician, whose name we cannot now recall. There were six or seven applicants, several of whom, failing to meet the requirements of the doctor, did not present themselves to the Committee on Studies. But three of the young men went entirely through the intellectual ordeal. C. H. Bowen, of Chepachet, aged 18, obtaining a higher average than either of his competitors, was recommended to Hon. James M. Pendleton, Member of Congress, as the appointee. His per cent. of correct answers was 63. His companions stood, one 35, the other 50. The questions asked were printed, and the answers were given in writing.

As the *Rhode Island Pendulum* pronounces the said questions "extraordinary," and the *Narragansett Times* "ventures to assert" that there is not a man or woman in Rhode Island able to answer them all without special preparation, we subjoin the list, that all parties interested may know how "extraordinary" must be the *Pendulum's* knowledge of the Common English, and how very flattering is the opinion which the *Narragansett Times* entertains of Rhode Island intelligence and culture. It is as follows:

ARITHMETIC.

1. Subtract 706 from 5302, and explain each step of the process.
2. Bought 6234 hats at 65 cents each, for which I paid 375 yards of cloth at \$2 per yard, and the balance in money. Find the cash balance, and then name the *true multiplicands* involved in the operation, with reasons.
3. Divide three trillions, 50 millions, 50 thousands, 67, by MDCCXV, and give the name, or value, of the *third* partial dividend, and of the *fourth* subtrahend.
4. If gold be worth \$20 an ounce Troy, how many more pounds Troy than pounds Avoirdupois can be bought for \$500,000?
5. From 3-5 of a hhd. of wine, subtract $\frac{2}{3}$ of 5-6 of 9-10 of 20 gallons, 3 quarts, 1 pint, and 3 gills.

$$\frac{2}{3} \text{ of } 5-6 \text{ of } 9-10 \text{ of } 20 \text{ gal-}$$

$$7\frac{1}{2} + 9\frac{1}{2}$$
6. Divide 6 by 4-5, 14-15 by 7, and 3-11 by 7-9, and give the reasons for each process.
7. Multiply 51.784 by 15 ten-thousandths, divide the product by 5 billionths, and add 15689850 hundred-thousandths to the quotient. What is the sum?
8. A tailor sold two coats for \$60 a piece. On one he gained 50 per cent., and on the other he lost 50 per cent. Did he gain or lose on the entire trade, and how much? What per cent., if any, on his investment?
9. (a) Which will yield the larger income, \$5,000 worth of stock bought at 25 per cent. premium, which yields 10 per cent. interest, or \$5,000 worth bought at 40 per cent. discount, which yields 6 per cent. interest? (b) When a dollar in gold is worth \$1.25 in currency, what is a dollar in currency worth in gold?
10. The length, breadth, and height of a certain room are represented respectively by the three highest prime factors of 238602. How far is it from the top of a ten-foot post, standing in the centre of said room, to any one of the upper corners?

GEOGRAPHY.

1. (a) Give three proofs that the earth is spherical. (b) In round numbers, how far is it from Boston to the South Pole?
2. (a) What place on the earth's surface has neither latitude nor longitude? (b) What is the longitude of the North Pole? (c) Which is the longer at Quebec, a degree of latitude, or a degree of longitude, and why?
3. (a) At what times in the year are day and night everywhere equal? Reason. (b) What is the length of the longest day, or night, at the equa-

tor? (c) On the 21st of June, is the day longer or shorter at Montreal than at New York city, and why?

4. (a) What are the conditions which affect climate at any particular point? (b) What is the cause of land and sea breezes?

5. (a) Begin with Maine, and name in their order the States that border upon the Atlantic and the Gulf of Mexico. (b) Name the States that border upon the eastern bank of the Mississippi. (c) Bound Tennessee.

6. (a) Name the ten largest cities of the United States in the order of their size. (b) Population of New York? (c) Population of Philadelphia? (d) Population of Boston?

7. Give the Physical Divisions of the United States, and the leading employments of the people in each, with that which determines them.

8. (a) Draw a map showing coast-line, principal rivers, and mountain ranges, of South America. (b) Why are there no large rivers, and why is there little rain-fall, upon the Western coast?

9. Locate Vienna, Geneva, Glasgow, St. Petersburg, Naples, Calcutta, Canton, Havana, Santiago, Valparaiso, Acapulco, Teheran, Sedan, Marseilles, Alexandria.

10. Give the *shortest route* from New York to Liverpool, thence to Calcutta, thence to Canton, thence to Sydney, thence to San Francisco, thence to Rio Janeiro, thence to Vera Cruz, and thence to New York, naming waters passed through.

GRAMMAR.

1. Define Orthography. Define Orthoepey. Define Etymology. Define Syntax. Define Letter, Syllable, Word.

2. Write a sentence containing all the parts of speech, with each one designated.

3. Mention four errors common in ordinary conversation, correct each, and give the grammatical principle which applies.

4. (a) What is the error, if any, in the following, viz. : "On the afternoon of Friday last, at half-past four o'clock, he solemnly remarked, that neither of those girls sing." (b) Write a simple sentence. (c) Write a Complex sentence. (d) Write a Compound sentence. (e) Write a sentence with a verb in the active voice, then express the same thought with verb in the passive voice.

5. Imagine yourself away from home, in trouble, and out of money. Write a letter to your father, detailing the circumstances of the case, and asking for a remittance. Give particular attention to spelling, punctuation, date, address, and subscription.

6. (a) Rewrite in proper form, with points and capitals, the following, viz.: A horse bit his master how came It to pass he Heard the good pastor Say all flesh is grass. (b) This also: Sydney Smith tells of a french lady who when her pet lap dog bit a piece out of her footmans leg exclaimed ah poor little beast i hope it wont make him sick.

7. (a) Define Verb, Adjective, Mode, Preposition, Participle. (b) Write a sentence containing a Verb in the Subjunctive Mode, an Adjective in the Comparative Degree, and a Compound Participle in the Active Voice.

8. *While* Man exclaims, "See all things for my use!" "*See* man for *mine*!" *replies* a pampered goose. Parse the words italicised, after analyzing the sentence.

9. (a) Compare *free, like, chief, miserable, ill, badly, well, good*. (b) Give the principal parts of *sink, go, lie, lay, lose, work, strike*. (c) Write the plural of *penny, valley, pailful, wife, belief, prospectus, man-servant*.

10. Write the following abbreviations in full: C. E., Mo., Eg., P M., M. C., etc., *ibid.*, *incog.*, I. H. S.

HISTORY OF UNITED STATES.

1. Mention four early discoveries in America, and the nations under whose auspices they were made.

2. What led to the first settlement in Rhode Island? When, where, and by whom was it undertaken?

3. Give an account of the "Charter Oak," and the incident which made it famous.

4. State the causes of the Revolutionary War.

5. Mention six important battles of that war, in the order of their occurrence, and state who were victorious in each.

6. (a) Mention six Americans who were prominent in the Revolutionary War. (b) Mention six Englishmen who were prominent in the Revolutionary War.

7. (a) When, where, and under what circumstances, was the Constitution of the United States adopted? (b) How was the country governed previous to the Revolutionary War? (c) How from the commencement of the war till the adoption of the Constitution?

8. (a) What is the meaning of Tariff? (b) What men took the lead in the tariff debates of 1828 and 1832? (c) How did the doctrine of Nullification originate?

9. (a) What was the condition of the United States between Lincoln's first election and inauguration? (b) Give causes of the Great Rebellion. (c) Describe Sherman's celebrated campaign.

10. Give an account of Gen. Lee's attempt to invade the loyal States.

SPELLING.

February, Corolla, Pyrites, Collosseum, Feasible, Peaceable, Sciolist, Cicatrize, Celery, Salary, Cellular, Corridor, Mignonnette, Nuisance, Neuter, Neuralgia, Emollient, Bivouac, Epaulet, Etiquette, Isosceles, Crucible, Precocious, Crustaceous Adventitious, Colander, Caleudar, Calender, Camelopard, Superintendent.

If the learned gentlemen who consider the questions in the above list so very recondite, will take the trouble to consult, on Arithmetic, Eaton, Greenleaf, or French; on Geography, Warren, Cornell, or Guyot; on Grammar, Bullions, Brown, or Green; and on American History, almost any approved common school work in the land—they will find them all suggested, and at least 95 per cent. of them answered. But these nonplussed seekers after truth need not go to the school books even for the knowledge which they consider so mysteriously profound. Almost any member of the upper classes in the Grammar schools, or of the lower classes in the High schools of our State, will be found both able and willing "to do the good work" upon them.

It should be remembered, that this examination was competitive, and that the applicant, to be successful, did not need to answer *all* the questions, but simply *one* more than any other applicant. This fact the slashing journalists of the *Times* and *Pendulum* seem to have wholly overlooked. Would they have had the questions so easy that *all* could answer them, and so *all* be appointed? West Point wants but one Cadet from a District. The pedagogues who compiled these stupendous interrogatories, may not be "able to write a single page of manuscript correctly," but they succeeded perfectly in accomplishing the design of the examination, and without the slightest unfairness to anybody. We assure the *Times*, that it is decidedly "behind the time" of many a Rhode Island school-boy, and the *Pendulum*, that it would "swing" a great deal better, if it would give itself the benefit of a short course of mental gymnastics upon the "Three Rs" and the "Two Gs."



Bear with infirmities, but not with vices.

TROUBLESOME SCHOLARS.—No. 1.

Perhaps there are few pupils in our schools that cannot be classed under one of these four heads: The good, the restless, the lazy, and the dull. The first have mental activity, willingness to exercise it, and persistency or ability to continue such an exercise. The second have the mental activity, and often the willingness, without the power of persistent study. The third have mental activity enough, but neither willingness nor persistency. The last have little mental activity.

From the first of these classes little trouble comes to us. They can be found in the quiet back rows of the room. Seldom do we need to tell them the same fact twice; still more seldom, to incite them to study. Occasionally, indeed, there is an annoyance of an opposite character, if the feeling of rivalry is strong in the school; for there are a few—very few to be sure—who really need to be checked, or they will study too much. Of the class in general, we may say they need no special effort from the teacher to awaken interest in school or studies.

The last three classes, however, contain the troublesome elements in the school, and are the causes of the traditional pedagogic frown. Happy that teacher with whom the first class constitutes a majority. The others, although of different degrees of desert, contribute in nearly equal measure both to injure the efficiency of the school and to increase the already exhausting labor of the teacher. If there is any way of raising them to the status of the good, or to approach that result, let us look for it carefully, and rejoice if it is found.

Let our eyes rest for a space upon these uneasy, nervous creatures, who need to be kept where we can plainly see them. They *can* learn, they *mean* to learn, but they "can't keep their mind on the lesson," they will tell you. Some of them wear the brightest faces in the room. Ask an unexpected question and their hands are the first that rise. They are full of animal life, of keen sensibilities, too,—and of good impulses as well as bad ones. Their eyes are sharp,—yes, omnipresent, except upon the very work which should demand their attention. Their thoughts fly from one topic to another like the bee among the flowers, but with far less useful results.

True, a word or a look from us will set them at work, but each must be oft-repeated or the recitation will show where the mind has *not* been.

Now what remedy shall we apply? Whipping adds anger, and at best the fear of being detected. Therefrom the pupil may learn to control his eyes, but not necessarily his mind. This remedy does not reach the seat of the disease, hence no permanent cure can be expected. How is it with extra lessons? Can you obtain the learning of these when the very trouble itself is to get the regular lessons mastered?

Let me suggest a two-fold remedy. In the first place, exercise great variety in lessons and in recitation. Do not run too long in one particular rut, but seek by-ways that shall be fresh. In recitations, for example, let your questions take new forms. Suppose Geography to be the study under consideration. Appoint a committee of the erratic-minded to draw up a list of questions for the class; or announce that instead of the usual recitation you will have the Geographical game (explained in Page's Theory and Practice); or, for still greater variety, give permission for each pupil to ask one or two questions of another, as far as your time will allow. A fertile mind will discover many such expedients in most branches of study, which, without hindering the main object of the labor, may serve to add interest and vivacity.

The preceding suggestion was general, applying to the whole class; there is a second element of the remedy which is specific, relating to the restless *individual*. Find out something in which his active intellect is interested. It always exists, and we teachers ought to be able to find it. Arouse in his mind a train of thought connected with his favorite pursuit, and requiring careful attention. You learn that the boy is very fond of watching the birds, and nearly everything out of doors. Get him to tell you where the blue-jay builds her nest. How many eggs can he find in it? Of what color are they? How does the chimney-swallow manage to fasten her nest to the smooth stone work of the old chimney? A few series of thoughts like these, kept in mind and hunted up and down, help wonderfully to sober the mind, hold it in check, and teach it habits of study. Both these suggestions strike at the root of the trouble.

They endeavor to effect a cure by making a change in the intellectual nature of the patient. They satisfy the innate desire of the mind for action, by supplying at once a method, material, and a result to be gained.

R. G. H.

SALARIES OF PRINCIPALS.—LADIES.

The Board of Education at Chicago, at a recent meeting, voted to equalize the salaries of the male and female principals of the Grammar schools. The subject came before the board upon the report of the committee on salaries, to whom had been referred a communication from Miss Maria H. Haven, Principal of the Lincoln school. There are those who think that the ultimate result of such equalization of salaries will be the employment of male principals in all Grammar schools. Time will show. The following is the report referred to :—

"Your committee on salaries, to whom was referred the communication of Miss Maria H. Haven, Principal of the Lincoln school, having had the same under advisement, respectfully report that no valid reason exists, in the opinion of your committee, why the request contained in that communication should not be granted. Your committee is unable to appreciate the reason or the equity of paying a male principal who has charge of a Grammar school with a certain number of scholars, a salary of from \$800 to \$2,200, and refusing to pay a female principal an equal salary for the same work, both in quantity and quality, in a like school, with the same or a greater number of scholars. If a female principal has a large number of scholars in her school, and of the same grades, and performs her duties equally as well as a male principal, which, in the case of Miss Haven, your committee believe, is conceded, it is, in the opinion of your committee, inequitable and unjust to refuse to pay her the same compensation. The compensation should be graded according to the work done, and the qualifications to do that work, rather than the sex of the principal or teacher. The salaries should, in all cases, be equalized

by the labor to be performed and the qualifications to perform it ; and for the same labor, quality and quantity, in the schools in which the same grades are taught, with the same number of scholars, there is in the opinion of your committee, great injustice in refusing to pay to the female principal the same salary that is paid to the male principal. Your committee, therefore, recommend that the same salary be paid to Miss Maria H. Haven, Principal of the Lincoln school, and to Miss Alice L. Barnard, Principal of the Dearborn school, both being Grammar schools, that is or shall be paid to other principals of Grammar schools, as established by this board, to wit : \$1,800 for the first year, \$1,900 for the second year, and \$2,200 for the third year and thereafter." This report was adopted by a vote of 12 yeas to 2 nays.

LOOK ON THIS PICTURE.

It sits by the road just as Whittier pictures it "In School Days," the sweetest of all his shorter poems.

"Still sits the school-house by the road,
A ragged beggar sunning.
Around it still the sumachs grow,
And blackberry vines are running.

Within, the master's desk is seen,
Deep scarred by raps official ;
The warping floor, the battered seats,
The jack-knife's carved initial.

The charcoal frescoes on its wall ;
It's door's worn sill betraying
The feet that creeping slow to school.
Went storming out to playing."

It is a quaint little house, dilapidated and worn. But boys and girls still go up to it to school, and so it has not yet passed beyond usefulness. The door, a rude arrangement of rough boards, was locked, but counting seven or eight abandoned key-holes, which told plainly enough how impatient boys in days ago and risen supreme to

bolts and bars, we prepared with something of the old boyish glee to repeat the lawless tricks ; but at one slight effort the rusty old staple dropped to the ground ; and the ancient door fell creaking back on its well worn hinges. We entered a barren porch, which had evidently been added since Whittier's day, and then the dingy old room itself. It can't be more than twenty by fifteen, nor more than seven feet high. The whole picture is just as Whittier paints it. Thirty-two of the most primitive school benches, rudely fashioned from thick, unpainted and untrimmed pine boards, battered, hacked, and showing everywhere "the jack-knife's rude initial," arranged in crowded lines ; the floor is sloping, so that the big boys that sit at the back of the room shall sit out in bold relief to the teacher's watchful eye ; the "master's desk, deep scarred with raps official," stands in the place of authority ; two chairs, one a spacious arm-chair, evidently for the use of the dreaded visiting committee man, are by it ; and on the worn old walls are a couple of old-fashioned black boards. With the professional curiosity of all journalists I searched for something noteworthy among the works of the jack-knives on the benches. But nothing could I find that suggested "the steady boys ;" perhaps since his gentle feet wore the door-sill, the benches have been renewed, and that on and at which he sat had been destroyed, but I doubt it, for they look as ancient and as quaint as the old shed itself ; though I noticed roughly cut many a "Willie," and "Frank," rude like wondrous stripes and impossible stars ; and once the tender name of a girl, who surely must have been pretty and loveable, and perhaps the sweet rustic idol of the little poet. At "the master's desk" a woman must now preside. This was our conclusion when we noticed the evergreen trimmings about the room, and an ugly blotch made in the wall by a protruding stove-pipe effaced by a bunch of green boughs stuffed in its throat. And not long after were we strengthened in our belief by noticing on the wall, scrawled in awkward boy's letters—"Miss Ellen Cogswell, Teacher." Happy she, though with scant tools and rude surroundings, to teach in such a school ! Something of the practical style of the teaching here, we learnt by scanning one of the blackboards :

"Qu — Cords in a pile of wood 15 feet long, 4 feet wide, 6½ feet high.

Qu—Cost to grade a road for three miles at \$0 00 per rod."

The old desk is as much a curiosity as any thing about the place. It also is of pine, and roughly formed. It stands on tall spindle legs, and it look for all the world like the lumbering affairs one sees on the stage when it is to represent an English lawyer's office, or for poor Pillicoddy's clerk. We had the audacity to open it, and we found a Webster's Unabridged, and an empty ink bottle and a faded flower. Like the old house, the old school house will soon disappear, for rumor has it that the district demands a newer and more modern structure, in which its youth shall be taught, and has doomed the fumed pile.



NATIONAL EDUCATIONAL ASSOCIATION.

Preamble and resolutions offered at the meeting of the Superintendents' Section of the National Educational Association in St. Louis, August 24, 1871 :

Whereas, the present system of keeping statistics of school attendance is imperfect—

I. *Because* it combines in one item the record of the pupil's irregularity and the record made against the pupil as an incentive to secure greater regularity, thus making the statistical record depend somewhat upon the strictness of the teacher in suspending pupils ; and

II. *Because* it allows a different margin of registration for sick pupils from that for others, and again makes a difference between those who are absent intending to return and those who withdraw without such intention.

And whereas, it is desirable to have three items in the record of school attendance entirely independent of the strictness or laxity of the teacher, and free from all arbitrariness whatsoever, to wit :

1. The total number registered or enrolled from the beginning of the scholastic year, without reference to length of time, members of school, or whether present members or not, *minus* those received by transfer from other schools in the same system (*sc.* city or township) ; and

2. The average number of those in daily or semi-daily attendance,

counting together the number present each day, and dividing the sum by the total number of days in the given time; and

3. The average daily or semi-daily *number belonging*, an item embracing not only those in actual attendance, but those reasonably expected—the actual attendance *plus* those temporarily absent.

[*Note* (1.) The total enrollment compared with the actual average attendance shows the irregularity of population, and the insufficiency of zeal or means on the part of the people at large to continue their children at school the whole scholastic year.

(2.) The average number belonging compared with the average daily attendance shows the temporary irregularity, and indicates the strictness of discipline on the part of the teacher, the moral tone of the pupils, and, to a large extent, the prevailing tone of the community.]

For these reasons Be it resolved, That there be three items kept in the record of attendance, and that each of these items be kept carefully distinct from all records intended to have a disciplinary effect.

Be it further resolved, That instead of the present method prevailing for the item of *average number belonging*, the following method be adopted:

That in all cases of absence from school, whether with intention of returning or not, whether the case be occasioned by sickness or other causes, including suspension of the pupil, *but* excepting solely the case of transfer to some other school in the same system; that the pupil's name be kept on the roll as *belonging* for *three whole days*, and dropped uniformly, in case he does not return on the seventh half-day.

BRIEF RESUME OF PRINCIPLES.

I. "How to improve attendance," should be kept separate from "How to get statistics."

II. There must be a margin sufficient to show temporary irregularities. This margin should hold and exhibit the effects of all withdrawals from school, of whatever kind.

III. Careful attention should be paid to regulations regarding transfers.

**TWENTY-SEVENTH ANNUAL MEETING OF THE RHODE ISLAND INSTITUTE
OF INSTRUCTION AT ROGER WILLIAMS HALL, PROVIDENCE.**

Thursday, January 18th, 1872.

The State Normal School and the Providence High School will be open to visitors from 10 A. M. to 1 P. M. The grammar, Intermediate and Primary Schools of the City, will be open from 2 to 4 P. M.

Thursday Evening, 7.30 P. M.

TEACHERS' SOCIAL UNION AT ROGER WILLIAMS HALL.

The evening will be devoted to a Social Meeting of Teachers and their friends. Music will be furnished by the Brown University Glee Club, and Select Readings by Mrs. H. M. Miller, of Concord, N. H.

Roger Williams Hall, Friday, 9.30 A. M.

1. Devotional Exercises by Rev. S. L. Caldwell, D. D.
2. Introductory Addresses and Business.
3. Practical Education,—A Paper by A. D. Small, Esq., Superintendent of Public Schools, Newport.
4. A Paper by D. W. Hoyt, Esq., of the Providence High School.
5. Vocal Music by Pupils of the Public Schools of Providence, under the direction of B. W. Hood, Esq., at 12 M.

Friday, 2 P. M.

1. A Class Exercise in Reading, by Pupils of the State Normal School, conducted by Mrs. H. M. Miller.
2. A Course of Study,—A Paper by Prof. J. C. Greenough, Principal of the State Normal School.
3. Manners and Morals of the School-Room,—A Paper by Joshua Bates, Esq., Head Master of Brimmer School, Boston.

Friday Evening, 7 P. M., at Music Hall.

1. Music.
2. Addresses by His Excellency, Governor Padelford, and His Honor, Mayor Doyle, of Providence.
3. Music.
4. Addresses by Hon. T. W. Bicknell, Commissioner of Public Schools, and Rev. Daniel Leach, Superintendent of Public Schools, Providence.
5. Organ Solo, by F. F. Tingley.
6. Readings, by Prof. Lewis B. Monroe, Boston.
7. Addresses by Rev. Alexis Caswell, LL. D., President of Brown University, Providence, and Hon. W. P. Sheffield, Newport.
8. Readings, by Prof. Monroe.
9. Music.

Mr. Frank F. Tingley will preside at the Organ.

The vocal music of the evening will be furnished by young ladies of the Providence High School, under the direction of B. W. Hood, Esq.

Tickets for admission to Music Hall may be obtained of the Committee of Arrangements, on Thursday and Friday, the 18th and 19th.

Saturday, 9 A. M.

1. Devotional Exercises, by Rev. G. C. Currie.
2. Election of Officers, Business and Resolutions.
3. Lecture and Select Readings by Prof. Monroe.
4. Closing Addresses, Business and Adjournment.

The members are invited to participate in the discussions, which will follow upon the topics presented in the papers.

Free entertainment will be offered by the citizens of Providence, to the members of the Institute. Free return tickets will be furnished over all Railroads in Rhode Island, leading out of Providence, except the Providence Hartford, and Fishkill Road, which makes a deduction of one third from regular fares. Teachers, School-Officers, and friends throughout the State, are cordially invited to attend these meetings.

<p>A. J. MANCHESTER, DANIEL LEACH, W. A. MOWRY. MERRICK LYON, T. W. BICKNELL, L. W. RUSSELL,</p>	}	<p>Committee of Arrangements.</p>
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EDUCATIONAL INTELLIGENCE.

EDITED BY G. E. WHITEMORE.

DEATH OF ALBERT A. GAMWELL.—A faithful teacher devoted to his profession, an earnest, Christian man, and a fond and loving husband and father, has, after years of the grandest earthly service, been called to his heavenly home to enjoy those treasures he has rescued from final dissolution and laid up in God.

It is with the deepest sorrow that we chronicle the death of Albert A. Gamwell, for nearly twenty-five years Master of one of the Grammar Schools of Providence. On Tuesday, December 18th, after a brief illness, he ended his career on earth, and expired in the triumphs of a pure Christian faith, and in the hope of a glorious immortality. Life-long friends have paid their written tribute to his memory, yet we cannot forbear expressing our sorrow that those lips from which so often and so lately we have received advice and counsel are closed forever.

The funeral ceremonies were largely attended by the school officers, teachers and pupils with whom he has so long been associated, and the tearful eyes and sorrowful hearts of those assembled to take a last farewell of him who had been their guide and teacher, showed how completely he had won their love. The casket in

which he lay was completely covered with beautiful floral emblems and mementoes, tributes of affection from those who had enjoyed his cordial friendship.

At the last meeting of the Providence Teachers' Association, memorial addresses were made by Messrs. Manchester, Hoyt, Stockwell, Sawin, Hall, and Mowry. The following resolutions were adopted :

Whereas, One of our number, Albert A. Gamwell, has recently been removed from us by death, after a service of nearly a quarter of a century in the schools of this city; therefore,

Resolved, That while recognizing in this bereavement the act of One who cannot err, and believing it is well with him who is called to higher service, yet we, the teachers of Providence, desire hereby to express our sense of personal loss, and our heartfelt sympathy for the teachers and pupils of the school with which he has been so long connected, as well as for the family deprived of his tender love and watchful care at a time when they so much needed his guiding hand.

Resolved, That his memory should ever be cherished by our profession as that of one who made duty the criterion of his life; who ever shunned the seeming for the real; who taught more to impress the character than the memory; who combined genial manners and a cheerful countenance with a firm and potent discipline; who exemplified, during twenty-five years of active service, the utility and practicability of carrying personal culture beyond the narrow routine of daily duties.

Resolved, That copies of these resolutions be transmitted to the family of the deceased, and to the newspapers for publication.

Resolutions of esteem for the departed, and sympathy for the bereaved family, were also adopted by the School Committee at their last meeting, and the funeral expenses are to be paid by the city, as an expression of appreciation for his valuable services.

PROVIDENCE SCHOOL COMMITTEE.—At a meeting of the School Committee, held December 29, 1871, Hagar's Series of Arithmetics were adopted for use in the schools of the city; the grade of the assistant teacher in the Greenwich Street Grammar School was raised from the third to the second grade, and Mr. Rider reported a plan for a thorough reorganization of the Committee, which was laid on the table till next meeting. Mr. Parkhurst, at his own request, was excused from service on the Committee on Accounts, and Mr. Amos M. Bowen was appointed in his stead.

Mr. Guild offered a resolution to the effect that the President be requested to petition the General Assembly, at its next session, to give to this Committee powers enjoyed by the School Committees of other towns in this State, and by School Committees generally throughout New England. The resolution will be considered at the next meeting of the School Committee.

Resolutions offered by Rev. Mr. Henshaw, paying a fitting tribute to the memory of Mr. Gamwell, and expressing heartfelt sympathy for the widow and orphaned children who have most severely suffered by his death, were adopted.

TEACHERS' INSTITUTE AT CENTRAL FALLS.—A meeting of the Rhode Island Institute of Instruction was held at Central Falls, on December 16th and 17th, 1871.

Commissioner Bicknell presided, and Mr. C. A. Neville was chosen Secretary. After devotions and organization, Gen. Lysander Flagg, extended to the Institute, in a few eloquent words, a cordial welcome to the hospitalities of the citizens of Lincoln.

Then followed an exercise in spelling, participated in by all the members present, a list of fifty words being pronounced by the Commissioner and written by the teachers. The RHODE ISLAND SCHOOLMASTER for the ensuing year was offered to

every one who should spell all the words correctly. Not one paper was found to be correct, however.

Miss Belle Essex, of the Warren High School, followed by reading a paper on "Dull Pupils." As the paper is to be published in the *SCHOOLMASTER*, we will only say that among the many excellent suggestions, the recommendation that *wilfully dull pupils* be treated with indifference could be carried into effect by some teachers with great advantage to their schools.

The manner of computing the *percentage* of attendance was ably discussed, showing a widely diversified practice among different teachers. It was generally agreed that until some uniform system was adopted, no information of a definite or practical character can be obtained from a given percentage of attendance, the plan of one teacher giving 88 per cent. on the same figures another's would produce 94 per cent.

Mr. B. W. Putman, of Jamaica Plains, Mass., gave several interesting and valuable exercises in Elementary Drawing, with illustrations on the blackboard, and practical exercises on paper, by the members of the Institute. The importance of correctly teaching the rudiments of this science in our Primary and Intermediate schools was plainly shown.

Miss Sarah E. Doyle, of the Providence High School, read a well written and able essay on the subject of "Early Steps in English Composition," showing the necessity of teaching the arts of composing, correct spelling, and punctuating to even the youngest of pupils. This paper is to be published in the *SCHOOLMASTER*.

"A Practical Lecture on Minerals," by Prof. J. C. Greenough, Principal of the State Normal School, Providence, illustrated with mineral specimens and by the blackboard, was an exercise of unusual merit, and received the closest attention from the teachers present. Although, for lack of time, Prof. Greenough was obliged to present the subject more hurriedly than he desired, he gave a very interesting elementary lesson in the science of mineralogy, and showed that when thus presented, it could be made a very entertaining study to young pupils.

Prof. O. H. Kile, of Westerly, gave an excellent exercise in Elementary Geography. He is a thorough believer in the "Inductive Method" of teaching, and is noted for the aptness of his illustrations and his natural method of developing the subject he is teaching. His exercise was one of great profit to the Institute.

Mr. Manchester, of Providence, gave an instructive exercise on Primary Arithmetic in his usual entertaining manner.

On the evening of the 16th, a large audience assembled in the Congregational Church. Remarks were made by the Commissioner, and by Gov. Seth Padelford, who, as usual, spoke a good word for the public schools. He earnestly desired that our excellent school system, unimpaired, but with increased efficiency, might be transmitted to our posterity. The remarks of the Governor were well received, and were very gratifying to his hearers.

Dr. Dio Lewis, of Boston, the eminent physiologist, then delivered an interesting and instructive lecture upon "Health in Schools." The nerves of the human system were first particularly explained, grouped and classified. He then described the ear, illustrating his remarks with models of the ear of the fish, the bird, and the human ear. The human eye was next very lucidly and scientifically explained and illustrated, bringing the construction and operation of that delicate organ, and its uses and abuses, within the clear comprehension of all. Dr. Lewis held the attention of his audience for two hours, enlivening his very instructive and useful lecture

with a happy vein of humor throughout. Numerous questions asked by the teachers were pleasantly answered by Dr. L., regarding light, ventilation, and other points concerning the health of scholars and teachers confined in school-rooms, and many important ideas and lessons were communicated to the teachers, capable of a practical application, which it is to be hoped they will receive. The lecture combined pleasure with instruction, and was very well received.

Misses Paine, Cooke, and Tracy added much to the pleasure of those in attendance on the Institute, by the excellent rendering of several songs during the exercises.

The customary resolutions of thanks, &c., were adopted, and we are happy to say a goodly number of subscribers for the *SCHOOLMASTER* were obtained at the Institute.

STATE NORMAL SCHOOL.—A large number of the teachers of the State have visited the Normal School, generally on Saturdays, and most of them are judiciously making such improvements in their own schools as have been suggested by witnessing the methods of instruction there pursued. Many of them spend whole days in listening to the different exercises, and are found week after week in attendance. The series of lectures on "Language," by Prof. S. S. Greene, were of great value, and the course on "General History," by Prof. J. L. Diman, will be hardly less interesting. Prof. G. W. Greene, Lecturer on American History for both the Normal School and Cornell University, is announced for a course of lectures that are looked forward to with great interest.

BROWN UNIVERSITY.—The total number of students at Brown this year is 224, divided as follows: Seniors, 50; juniors, 41; sophomores, 77; freshmen, 56. Of these, 102 are from Rhode Island, 58 from Massachusetts, 23 from Connecticut, 4 from Maine, 4 from New Hampshire, and 2 from Vermont.

THE PROVIDENCE TEACHERS' ASSOCIATION held its monthly meeting at 5 o'clock, on Wednesday, December 6th. The president being absent, Mr. Sawin was appointed to preside for the evening.

Mr. Stockwell was called upon to open the discussion on the subject: How far is it desirable to encourage the preparation of arithmetic lessons at home? He favored the idea of preparing some lessons at home, because it would connect the home-life with the school-life. Not looking upon study as a drudgery, but only seeking the best interest of the pupil, it was his opinion that no study required more calm, cool deliberation than the study of arithmetic, and therefore none could more conveniently and readily be prepared at home. He never had better success than in teaching two boys whose mother kept herself informed, pursuing the studies at home with her boys, ready to assist them in mathematics or languages. He did not think scholars were likely to be injured by help at home, as results were not the main thing in arithmetic, but the explanations were all-important.

Miss Doyle was of opinion that for scholars in the Grammar schools and lower grades, six hours' study was sufficient, and as at this season of the year the evening hours are all that remain for study, no lessons should be assigned to be prepared at home. She believed weak eyes to be the result of study by artificial light—falling asleep, perhaps, over the book, and waking to continue the study. Then, again, who should teach the children but their teachers? The father is not, in most cases, as competent to teach his children as the teacher. Assistance at home is generally

the mere statement of the method, without any explanation of the process, or the principle which the example is intended to illustrate. Although the pupil may seem to go over more ground by preparing his lessons at home, he is not making any permanent progress, for he soon forgets what he does not think out for himself.

Mr. Sawin stated that if the scholars did not study at home, they could not accomplish the work required by the Committee.

Mr. Leach thought that an hour a day out of school would be well spent in the acquisition of knowledge, instead of devoting the evenings, as many would, to the playing of games which can lead only to a taste for gambling.

A spirited discussion followed, in which several members of the Association took part, both ladies and gentlemen.

Mr. Hoyt volunteered, as the parents were not present, to speak from that standpoint. In answer to one who had asserted that this annoyance at home was of no account—as every true parent would have so deep an interest in his own child that he would be willing to sacrifice somewhat of his own convenience to advance the child—he declared that in fact the teacher and parent entered into a kind of bargain. We give the children to you six of the best hours of the day—demand from them all the study you can secure within that time, but give them to us when the school hours are over. Parents will politely evade when questioned as to this annoyance of preparing lessons at home, but it is an evil that is felt in the community.

Mr. Manchester thought the subject was not of sufficient importance to be discussed. For his own part, he did not care where his scholars prepared their lessons, provided they came to school with their examples performed, and understood them. From the turn the discussion had taken, one would suppose the children went home from school dripping with brain sweat, but he believed the children went home in good condition, and an hour's study at home would be beneficial. S. K. D.

SOUTH KINGSTOWN.—A new District, No. 22, has been formed in this town at Boston Neck.

TIVERTON.—Under the ladies' management the schools are prospering finely; never before were teachers so thoroughly examined as to their qualifications as now. The King District is repairing its house.

LITTLE COMPTON.—Miss Mayhew has left the Adamsville school, with the intention of entering the Normal School.

CUMBERLAND.—Mr. C. W. Tarleton, of Brown University, is meeting with pleasing success in the school at Cumberland Hill. He is an enthusiastic teacher, and is not dependent on the text-books.

COMMISSIONER BICKNELL addressed a large audience at the public hall at Diamond Hill Plain, on Thursday, December 15th, on the "Duties of Parents to the School."

PROF. O. H. KILE lectured at Ashton on Friday evening, December 16th, and is now engaged in conducting Institutes in Vermont.

COVENTRY.—A meeting of the "Coventry Teachers' Association" was held at Summit on December 9th. The morning was occupied in explaining the different methods of teaching elementary arithmetic, and in conducting an exercise in grammar. In the afternoon a class of pupils of the Summit school gave an exercise in geography. A discussion which followed on the question, "What shall be done with the sparsely populated districts?" was both spicy and instructive. It was shown during the debate that the maximum cost of instructing a scholar eight

months in the year was \$40. The minimum for the same period, \$7. This variation is cardinaly due to the difference in size of the schools. The next meeting will be held at Coventry Centre, on the 17th of January, 1872, at 9 o'clock A. M. Teachers and friends of education in other towns are cordially invited to be present and to participate in the exercises.

WARWICK.—Mr. Ryan, of Brown University, is teaching successfully at Warwick Neck.

FOSTER.—Miss Arnold, a graduate of the Oswego State Normal School, is teaching at Foster Centre. The school in the Mt. Hygeia District is in excellent condition, and a well supported literary society holds weekly meetings in this District.

The *Manton Library* owned by this town, and formerly well known as a very valuable collection of books, is almost wholly unused.

WESTERLY.—*A Pleasant Affair.*—The several schools comprised in District No. 1. closed on Friday afternoon last until after the holidays. A vacation of two weeks ensues, the schools again assembling on Tuesday morning, January 2d. A very interesting presentation scene occurred Friday morning in the large and commodious hall of the Elm Street school-house, the High and Grammar schools assembling together in anticipation of the affair. The Christmas season being so near, the scholars in the several departments of the Elm Street School thought it an appropriate time to present gifts to their respective teachers, as an evidence of the esteem with which they are held by them. The teachers were consequently "presented" something as follows: The master of the High school received a fine gold watch from his scholars. The pupils of the Second Grammar school presented their teacher with a valuable collection of scientific books. Miss A. Riley, of the First Grammar school, was also remembered by a gift of eight valuable books. Miss Mann, of the Intermediate department, received a splendid edition of Shakespeare. The several presentations were conducted in the most approved style, and proved a very happy occasion to all—a green spot in life, to which memory will tenderly revert in after years.—*Journal, Dec. 9th.*

WOONSOCKET.—The enthusiastic Superintendent of this town, is making special effort to improve the attendance of the pupils by offering prizes for regular attendance. Although we do not approve of the system of offering prizes, it seems to be working well in this instance.

NEW BEDFORD.—The large bequest which Sylvia Ann Howland left in behalf of "liberal education" in New Bedford, has already become a bone of contention. It was proposed to paper a school-room at its expense, but the city solicitor, whose opinion was demanded, said no, and went further, declaring that "liberal education" must be construed in the old technical sense of "college education." This being manifestly what Sylvia Ann did *not* mean, the public is much stirred up about it, and the matter is to be carried before the Supreme Court.

BOSTON.—*A School-House Named for Charlotte Cushman.*—The new school-house in Richmond street, Boston, is erected upon the identical spot where, July 23, 1816, the now world-renowned dramatic artiste, Charlotte Cushman, was born. As a memento of the historical fact, and in honor of the distinguished lady, the School Committee, at their last meeting, by a unanimous vote, named the building the "Cushman School."

HON. JOHN PROCTOR, of Andover, has given \$1,000 to the scientific department of Dartmouth College. Several years ago he made a gift of \$2,000.

MRS. COLT, of Hartford, it is said, is about to build a \$60,000 school for the children of her work people.

SEVERAL new scholarships of \$2,500 each, in Williams College, will be ready for application at the close of the present collegiate year.

THE WILL OF DR. OLIVER DEAN.—The late Dr. Dean, of Franklin, Mass., left by his will a bequest of ten thousand dollars to Miss Sarah G. Duley, Preceptress of the Dean Academy at Franklin, five thousand to Miss Emma D. Senter, teacher of French, and five thousand to Miss Eliza B. Barry, the teacher of German. He had already given two hundred and fifty thousand to the Academy, and left by will to that institution three hundred thousand more. Tufts's College receives eighty thousand dollars, to be called the "Dean Fund," the income to be expended as the managers may deem best. Large sums are also left to his relatives, churches and libraries.

THE BIBLE IN SCHOOLS.—We have a fair issue at last on the matter of Bible study in our public schools, at Hunter's Point, L. I. The school board consisted of three Protestants and two Catholics. A vote was passed requiring that the Protestant version of the Bible be read in school. The Catholic members immediately resigned. Several scholars stoutly refused to read from that version; and at last forty scholars in one of the public schools were ejected by aid of the police, for the same offense. In the district in which the school is situated five-sixths of the population is Catholic. Now, we would simply say that what Roman Catholics want is, to break up utterly our system of public schools, and to substitute parochial schools in their place, in which the catechism, the rosary, and the prayers to the Virgin shall hold a prominent place. If our infatuated ultra-Protestant friends wish to hasten this consummation, and to banish every Catholic boy and girl from our free schools, they had better do just what has been done in this case. It is as flagrant a case of injustice as can be imagined to insist on the reading of a religious text-book which is rejected, as in this case, by five-sixths of the population. Just turn the tables, gentlemen of the school board of Long Island City, and tell us how you would have liked it if you had been in a minority, instead of a majority of one, and your children had been compelled to read the Douay Version, or be hustled out of school by a policeman. It is an outrage on freedom of conscience and the freedom of our schools, which every honest Protestant ought to denounce.—*Independent.*

We believe the Catholics instead of wishing to substitute the "catechism, the rosary, and the prayers to the Virgin," for the reading of the Protestant Bible, merely desire to discontinue the teaching of any system of religion, and the use of the Bible in the schools, a course of action precisely similar to that followed for years by the school boards of our larger cities and towns in regard to their evening schools (which are largely Catholic), and a course eminently sensible and just.

In a speech at the Amherst College Jubilee, Henry Ward Beecher took strong ground in favor of the admission of women to the benefits of collegiate instruction. If there is one thing, he says, in which America stands pre-eminent, it is that women shall be educated according to the measure of her desire and capacity. The only question that remains is as to whether we shall have two sets of instructors, one for men and one for women? Mr. Beecher said he could see no reason for doubling the cost of education. True economy, to say nothing of other considerations, demands that women should be educated with men, thus doing away with the necessity for a multiplication of academies and colleges. As to the objection that woman cannot bear the experiences of a collegiate course, he said that, in his opinion, she can stand the college if she can stand the nursery.

PUBLISHER'S DEPARTMENT.

This number of *THE SCHOOLMASTER* will greet many of its friends at the annual meeting of the Institute of Instruction. As its claims to their support have been so often presented, they are doubtless familiar to all, yet we know that sometimes we grow insensible to the call of duties that press upon us without cessation. Their very persistency produces a species of insensibility. Therefore we deem it not amiss to suppose that some of you have become so accustomed to our calls upon you, that you consider yourself proof against them.

It may be so, but *THE SCHOOLMASTER* has always taught that hope was longer lived than despair, so we shall continue to have hope of you, till you either abandon the profession or remove to other States.

No! we do not, we cannot believe that the teachers of Rhode Island will ever suffer their journal to lack a hearty support. A teacher cannot, nor would not, if he could, deliberately cut off one of his most efficient sources of power and success. It is true *THE SCHOOLMASTER* is not as powerful an ally as we most heartily wish it might be, but let us remember that it is *our* journal and that its strength will ever be just in proportion as *we all* contribute to its maintenance.

As we therefore once more appeal to the Rhode Island teachers as a body to come up to the front and give *THE SCHOOLMASTER* their united support, please remember that we ask it of you, not for the sake of the journal, which is but your servant, but rather for the personal welfare and advantage of each one of you all.

Our enterprising Boston friends, W. A. Wilde & Co., offer this month on their page, a list of valuable new books, which will well repay a careful perusal. The friends and champions of the various arithmetics that have lately held so fierce a tournament in our good city can all compromise on Fish's examples. Here is something where all can meet.

Again this month we have a number of prospectuses to offer our readers. *The Congregationalist*, *Watchman and Reflector*, *Eclectic*, *Wood's Household Magazine*, each present their claims, which are legion, to the support of an educated and culture-seeking public. Please keep in mind that you can save from one-fourth to one-third of the price of any periodical, by clubbing with *THE SCHOOLMASTER*.

We are glad to see that so many of our friends are availing themselves of our liberal club terms. We shall be very happy to serve any more who may desire it. To all such we would suggest that the quicker the money is sent, the surer are you that you will receive the periodical regularly during the year.

WILSON, HINKLE & Co's ILLUSTRATED DESCRIPTIVE CATALOGUE OF SCHOOL AND COLLEGE TEXT-BOOKS.—This is the most stylish and complete thing of the kind that has come to our table. This enterprising firm, determining to compete with the publishing houses of New York, have opened a branch office in that city, No. 28 Bond Street. Teachers are cordially invited to call upon or correspond with them.—*Conn. School Journal*.

OUR BOOK TABLE.

THE FEDERAL GOVERNMENT, Its Officers and their Duties. By Ransom H. Gillett. Woolworth, Ainsworth & Co., New York.

While there are several so-called constitutional text-books which aim to give the student a knowledge of the government under which he lives, not one of them can really be said to accomplish much in the direction desired. The most a student can acquire is a mere surface view, and he is apt to leave off in a worse state than before he began his studies. Mr. Gillett's book is not designed as a text-book for schools, yet it contains the subject matter necessary for a thorough course of instruction upon our constitution, its history and interpretation; and can be used by teachers, we think, to very great advantage. As a hand-book for reference by any one whose business or taste leads to a desire for such knowledge, the book must prove very valuable.

A GRAMMAR OF THE GREEK LANGUAGE, For the use of Schools and Colleges. By Alpheus Crosby. Revised Edition. Woolworth, Ainsworth & Co., New York.

In obedience to the advanced thought of the present day, even so fixed a landmark in philological science, as Crosby's Greek Grammar has to move forward and take place in the front. In this revised edition many of the characteristics of the old edition are dropped, and some new features added, though it is mainly a condensation.

ÆSTHETICS, OR THE SCIENCE OF BEAUTY. By John Bascom. Woolworth, Ainsworth & Co., New York.

The volume before us is made up of a series of lectures, sixteen in number, delivered by the author, to his classes in Williams College, where he has long occupied a prominent position. The avowed object of the lectures is to deduce and apply such correct principles of taste as shall put their possessor in the way of availing himself of the culture which nature and art afford him. The first nine lectures are devoted to the discussion of the general principles of taste; the tenth, to a consideration of some things which mislead taste; and the remaining six to the application of the principles already deduced to the arts of landscape gardening, architecture, sculpture, painting and poetry.

HALF HOURS WITH MODERN SCIENTISTS, Huxley, Barker, Stirling, Cope, Tyndal. Charles C. Chatfield & Co., New Haven. For sale by Tillinghast & Mason.

These are the first five of the University Series of scientific tracts issued during the past year by the publishers, with the desire of bringing the views of the leading scientific men of the times into more common circulation. They are now bound into a volume of goodly form and appearance and thus fitted to adorn the library. Of the different essays which vary in interest and merit, the two which most interest at the present time are those of Huxley on the "Physical Basis of Life," and Stirling's Reply. "As Regards Protoplasm." To all interested in these and other leading physical problems of the day the book will prove very interesting and instructive.

THE SOPHOMORES OF RADCLIFFE, By Elijah Kellogg.

THE CRUISE OF THE CASCO,

THE TURNING WHEEL, By Paul Cobden.

BIVOUE AND BATTLE, By Oliver Optic.

Lee & Shepard, Boston. For sale by Gladding, Bro. & Co.

Among these four books for the boys are to be found every variety of incident and adventure, it would seem, that the wide world could furnish. City and town, land and sea, forest and prairie alike contribute to render famous their respective heroes. As to which is the best of the quartette, we should hardly feel able to decide, as we fear our judgment in that line is not in accordance with the prevailing tendency of the times. For ourselves, the less "stirring adventure" and the fewer feats of "noble daring," the better.

AUNT MADGE'S STORY. By Sophie May. Lee & Shepard, Boston. For sale by Gladding, Bro. & Co.

Among the multitudes of juveniles published by the above enterprising firm of Boston, none are more deserving of merit than those written by the author of the Little Prudy series. Designed for a younger class of readers than the books referred to above, they still show evidences of a real power and genius. To all who are in search of books for those children who have just begun to read with appreciation, such books as Aunt Madge and the others of the series will prove very acceptable.

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Our Exchanges.

Prominent among the religious papers of the day, stands *THE CONGREGATIONALIST*. For genuine, solid merit as a teacher of sound doctrines, pure morals and a noble self culture, it has no superior. Its corps of editors is strong, both numerically and intellectually; its general arrangement is such as to secure a great deal of interest and value for all classes; in short, it is what every family should have.

Side by side with our friend above, we place the *WATCHMAN AND REFLECTOR*. What the former is to the Congregational order, the latter is to our Baptist brethren, viz., an indispensably ally. Still we are inclined to think oft-times, it would be better were we to be a little more catholic in our selection of reading matter, not confining ourselves to those publications entirely in agreement with our already determined views. Among the list of strong attractions which the Watchman offers for 1872, is its excellent Sabbath School Department, alone worth the price of the paper to any earnest Sabbath School worker.

January HARPER is an excellent number. "Holland and the Hollanders," "The Danish West Indies," and "The Greenland Glaciers," furnish a very readable account of foreign parts. "The Poetry of the Zodiac," contains a great deal of valuable information, to teachers especially, as well as much pleasant reading. The various departments are well filled with interesting matter.

SCRIBNER is plethoric with good things for the beginning of the year. Christmas Poetry, of course, is abundant. Among the many, we liked Christina Rossetti's carol, the best. Among the contributors we noticed the new names of Isaac H. Bromley and Col. T. W. Higginson; the former telling what he saw in the Yosemite; the latter giving a very life-like account of those Scottish games of which we hear so much and know so little. Joaquin Miller contributes a story after the Bret Harte style, supposed to be good, but not to our taste. Here, as in most of our monthlies, we find some of the richest rewards for our search, among the special editorial departments.

LIPPINCOTT'S MAGAZINE for January is a holiday number, copiously illustrated, and containing many articles appropriate to the season. Among these may be especially noticed two Christmas stories,—“A Dog of Flanders,” by Ouida, and “Shadows of a Christmas Fire,” by L. Clarke Davis. The new American novel, “Aytoun,” opens in this number, and promises to be full of interest, both as a cleverly managed story and as a skillful delineation of character and manners. An article on “Our New Port Storm Signals,” by Professor Thompson B. Maury, embodies a mass of information, geographically presented, in regard to the course and action of storms, and the means adapted by the government to give warning of their approach already productive of the happiest results both at home and abroad. Some deeply interesting extracts from the advanced sheets of “Forster's Life of Charles Dickens,” and a variety of other matter in prose and verse, complete a table of contents as rich and entertaining as any lover of popular reading could desire.

EVERY SATURDAY begins the new year by a return to its early form and plan, under which it gained so great a popularity. We have no doubt it will find a place for itself anew in the esteem of the people. We can certainly commend it as furnishing a most acceptable melange of foreign literature, together with some of the choicest specimens of our own.

For a family paper to suit old and young, you can't do better than take HEARTH AND HOME. It is truly a splendid paper as at present conducted, and deserves all the success it is so abundantly winning.

THE OVERLAND has an article on “Bribery in Elections,” that will be healthy reading in this latitude. The rest of its contents are of the characteristic order that marks the western slope and pertain both to fact and fiction.

HARPER'S BAZAR has been steadily growing in favor till it has become an authority in countless households. To all who wish for a guide to their taste in matters of personal dress and household economy, we commend the Bazar.

WOOD'S HOUSEHOLD MAGAZINE is a modest, yet very worthy periodical, designed for the household in its broadest sense. While there is much to amuse, there is also a great deal of valuable matter pertaining to science, history, and general literature. We doubt if any publication offers more for the money. At one dollar per year, surely no one need be without a magazine.

ECLECTIC MAGAZINE.—The January issue may fairly be called a jubilee number, and is brimful of attractions. There are two fine steel engravings of unusual size and beauty, one representing "Washington Irving and His Friends" (containing no less than fourteen portraits of Irving and the other literary celebrities who were his contemporaries), and the other copied from John Gilbert's famous historic picture of Cardinal Wolsey and the Duke of Buckingham." The table of contents, as is customary with the *Eclectic*, combines the instructive and the entertaining in about equal parts, and leads off with a fine essay on "Byron and Tennyson" from the *Quarterly*, which will do much towards bringing about a right appreciation of "the greatest English poet since Shakspeare." There is an amusing narrative, translated from the *Revue des Deux Mondes*, entitled "A Frenchman on His Travels—Round the World in One Hundred and Twenty Days;" and an intensely dramatic sketch of the life and death of "Marie Antoinette." The Editorial Departments, Literary Notices, Science, Art, and Varieties are very full and entertaining, and as this is but a specimen of the magazine, we advise those to examine it who wish to be sure of good literature during the coming year.

WATCHMAN AND REFLECTOR

FOR 1872.

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For \$5.00 any person sending his own name and the name of a NEW SUBSCRIBER, can have two copies one year by mail; or \$7.00, for two NEW subscribers, and his own subscription one year; \$9.00 for THREE NEW subscribers, will entitle the sender to a fourth copy one year by mail.

Please note the different departments of the paper. Our unequalled foreign letters are well supplemented by a SABBATH SCHOOL DEPARTMENT, which, under the hand of one of our ablest pastors and teachers, has, we have good reason to believe, no rival among American Newspapers. (This alone is deemed by many worth ALL the paper costs.) To these features, and to the WATCHMAN generally, we invite your attention, in the confident hope that you may be led to become among its numerous, regular readers. Please note carefully the above, and in writing,

Address **JOHN W. OLMSTEAD & CO.,**
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The Rhode Island Schoolmaster.

FEBRUARY, 1872.

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T. W. BICKNELL, Editor.

NUMBER II.

THE NEW HIGH SCHOOL, WORCESTER, MASSACHUSETTS.

[We are glad to favor our readers this month with a cut of the fine High School Building in the neighboring city of Worcester, and a brief account of the dedicatory services.—ED.]

The new High School building, which has been in process of erection, at the corner of Walnut and Maple streets, in that city, for the past two years, was publicly dedicated Saturday, December 30, 1871.

The exercises, arranged by a special committee of the City Council, were held in the large hall in the upper part of the building, which was filled to its utmost capacity with an interested audience. The platform was filled with an assemblage of distinguished citizens, ex-Mayors, members of the City Council of 1870, 1871, and 1872, members of the School Board, the Directors of the Free Public Library, clergymen and others. Numerous school officers and teachers from other cities were also present, as invited guests.

Among others present, were Gen. John Eaton, Jr., U. S. Commissioner of Instruction, Hon. Henry Barnard, a former incumbent of the same office, Hon. Jos. White, Secretary of the Massachusetts Board of Education, Abner J. Phipps, Agent of the Board of Education; Hon. T. W. Bicknell, Commissioner of Education for Rhode Island; Rev. A. A. Miner, of the Massachusetts Board of Education; Gen. A. B. Underwood, of the Governor's staff; J. G. Edgerly, Esq., Superintendent of Schools of Manchester, N. H.; Miss Annie E. Johnson, Principal of the Framingham Normal

School; Prof. Ellis Peterson; Henry Sawyer, Principal of the Middletown, Conn., High School; Joseph Marston, Esq., of Waterville, Me.; R. B. Clark, Esq., of Fitchburg.

Able and appropriate addresses were made by Hon. Edward Earle, Mayor; Hon. P. Emery Aldrich, Chairman of the Committee on the High School; Mr. A. H. Davis, Principal of the High School; Hon. A. P. Marble, Superintendent of Schools of the city; and the dedicatory address proper by Hon. A. H. Bullock.

Brief remarks were also made by Gen. Eaton, U. S. Commissioner of Education; Hon. Jos. White, Secretary of the State Board of Education; Hon. Henry Barnard, formerly U. S. Commissioner of Education; Rev. A. A. Miner, President of Tufts' College; Hon. Abner J. Phipps, Agent of the Massachusetts Board of Education; and Hon. George F. Verry, Mayor elect.

A letter from Gov. Claflin, expressing regret at his inability to be present, was read, and the exercises were brought to a close by the singing of the following ode, written for the occasion by Rev. Wm. R. Huntington:

The builders of the elder world,
Beneath forgotten skies
Wrought for the king the bravest thing
Their cunning might devise.
And proudly from her lattice leaned
My lady, gazing down,
To watch the smoke that curled and broke
Above the straw-thatched town.

Our palace not for these we build,
Not for the few or one,
For each and all we plant this wall
To front the rising sun;
For each, for all, for rich, for poor,
This tuneful belfry rear,
Whose music tells of Her who dwells
A gracious mother here.

For this is Wisdom's hillside home,
To her we yield it now,
Her, lowly-grand, of generous hand,
Clear eye and open brow.
And while these strong foundations last,
This roof-tree spreads above,

About her knee shall clustered be
The children of her love.

Them shall she teach the new-found lore
Of earth and sun and star,
Or point their feet adown the sweet
Old paths that lead from far.
Them, loosed at last, her mother-eye
Shall watch their journey through,
None proud as she, they proven be
Brave sons and daughters true.

A DESCRIPTION OF THE BUILDING.

The building is designed to accommodate five hundred pupils, and contains nine school rooms, each about thirty feet square, three of which are on the principal floor, and six in the second story. The first story also contains a large room for a library and lecture room, connected with which on one side is a chemical laboratory fitted up with all the appliances for the practical study of chemistry, and on the other, a room for philosophical apparatus. At the right of the main entrance is a room for the Principal, which communicates with the several school rooms, &c., by bells and speaking tubes. In addition to the school rooms mentioned, the second story contains private rooms for the teachers, and two recitation rooms. The third story is occupied by the large hall, four connecting rooms at the corners of the building, arranged to be used as a means of enlarging the hall, or for other purposes as exigences may require, and the stairway halls at either end of the building, wide halls extending lengthwise of the building, with commodious stairways at each end, form a main characteristic in the first and second stories. The entrances for the scholars are in the basement; that for girls at the north end, and for boys at the south end, and they communicate with rooms for wardrobes, &c. The middle part of the basement is devoted to a covered play-ground. The building is finished with varnished pine throughout.

The exterior walls are of pressed brick with Nova Scotia stone trimmings, and black bricks are introduced to a considerable extent as a feature of decoration. A handsome double stairway of granite, brick and free-stone leads to the main entrance, and above this rises

a slender, lofty tower, of exquisite grace, arranged for clock, bell, and observatory. A very fine toned bell, manufactured by Meneely & Kimberly, bell founders, of Troy, N. Y., has been placed in this tower by the liberality of William Dickenson, Esq., of Worcester, at an expense of \$1,000. A large clock, which strikes the hours, from the manufactory of Howard & Co., Boston, has also been placed in it; this, with twelve smaller ones in as many different rooms, costing \$1,000, are the gifts of another citizen of Worcester [Hon. Edward Earle.] These small clocks are operated by a battery connected with the large clock; thus uniformity of time will be secured throughout the building. One of Chickering's grand pianos, costing \$1,200, is the munificent gift of the Hon. Stephen Salisbury, of Worcester. In these gifts, interesting wants are supplied.

COURSES OF STUDY.

The studies in the school are now divided into three distinct courses. The first is for those preparing for college. The second for those who wish to study the ancient classics to a limited extent with other studies. The third a strictly English course. Thus it will be seen that those who have had the direction of the course of instruction in the school have from the first endeavored to satisfy the demands of the friends and advocates, both of classical and scientific learning. The course of study is adapted to the wants of the community, and embraces preparation for College, the Technical School, the Normal School, and for business. It is flexible, and adapted to individual wants, but at the same time this feature is so limited as to save all that is valuable in disciplinary instruction.

It is the aim of the school, not alone to secure accuracy of recitation, but a broad discipline and generous culture, to develop in all manly strength and womanly grace, and in this respect the pupils are to be models and examples for the schools below. To this end the library and the lecture room will be in daily use. The laboratory, too, will teach exact ideas in place of the vague text-books, and when this laboratory shall receive a donation of \$2,000 or \$3,000 in apparatus, and the library \$5,000 to \$10,000 in books, the two donors will, with the trio of the bell, the clocks, and the piano, form a noble quintette.

COST.

This building with a lot purchased has cost up to December 1st, 1871, \$151,691.82, and there are outstanding balances due on contracts and accounts that will amount to about \$18,000. About \$8,000 of this is furniture. The total cost is thus about \$169,691.82. The coming season there will be a pleasant opportunity to finish and complete the grounds, which will bring out the whole arrangement so as to present one of the finest buildings of this kind in the country.

The result of these united labors appears in this spacious building towering high above its neighbors, a structure of beauty and strength—unique in its style, and a monument of the public spirit of the citizens of Worcester.

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TROUBLESOME SCHOLARS.—No. 2.

But what shall we do for our good-natured (perhaps) friends of the third class, who *can*, but *would rather not*. The old proverb runs—"The lame and the lazy are always provided for." It sometimes puzzles me, notwithstanding, how to provide for my indolent pupils. Their favorite occupation is sustaining the head upon the bent arm—the rest of the body sprawling *ad libitum*. How good it does seem to them to watch the rest study! How little are they affected by the examples thus beheld! What a series of *aspirations* come from their lips when the teacher's glance wanders that way—an interlude soon followed by a series of whole rests.

Is there any cure for this disease? Cure, I will not say. Remedy there is. Many recommend corporal punishment as the only successful remedy. In this case, as in the other, the results do not pay for the expenditure. Fear and anger are not, in my view, powerful agents in producing either a love of knowledge or a habit of persistent study. The punishment of additional lessons—often useful in minor offences—in this case results in tedious, enervating struggles on the part of the teacher, and a series of "round o's" representing on the scholar's part the power of study gained.

Try these methods. Hold the lazy one firmly to the standard of excellence in recitation which you have determined upon. See that in time his work is done. In addition employ all possible variety in recitation and in the selection of work for the class. If you have an indolent *class*, let no two weeks see an unvaried form of recitation. But more especially, try energetically to arouse the mind by personal contact with the particular indolent scholar. There are very few children whom nothing can arouse from their lethargy. One such unfortunate I have known,—the very personification of zero,—a walking instance of *otium sine dignitate*. His knowledge came very near realizing Virgil's "hollow image of a shade;" for his mind seemed as nearly vacant as a rational mind can be. I recollect well the first time he stalked into my room with snail-like pace, and sank into his chair with hands drooping and boots extended. It is needless to say that he never graduated.

Well, such cases I have rarely found. Perhaps he had some favorite pursuit beside resting, but I was not sufficiently acute to discover it. Most boys and girls will display energy in some way, if not in study. Find out what they do enjoy and establish, if possible, a connecting link between that subject and the one you wish to impress upon their minds. Suppose your lazy boy loves boating, but will not learn Geography. Go sailing with him and get better acquainted with him out of school. Show him a picture of a Chinese junk. Perhaps he will wish to know where such a clumsy thing can be used, and what the people do know, who cannot build a better craft than that. Is Arithmetic unpleasant to him? Get the measurement of his boat and ask him to find out how much the wood in her ought to cost; how much grain he could carry in her; how many feet of sail she can spread. Can your study-hater declaim well? Let him understand that declaiming well his own thoughts will make him an orator, and that to express his own ideas as intelligibly as he does those of Patrick Henry, he must learn the principles of Grammar. Awake his pride, too, if he has any. When all is done, perfect success cannot be guaranteed, for a boy on whom this disease has thoroughly fastened itself needs an earthquake in his life to make a useful and active man of him. Yet I am confident that an appreciable improvement will result from such a course as has been suggested.

But not all the unpleasant scholars are restless or indolent. Some are dull; stupid we are tempted to think and to say. It seems a pity that all minds are not bright and active, but every teacher must confess it. Some are dwarfed by sickness, some by neglect, some by false modes of teaching, some, I firmly believe, by too rapid crowding in the early stages of their school life. Whatever the cause—they come to us dull. What shall we do with them?

First and continually, have patience. As often as they fail, help them to try again. I often get exceedingly annoyed, almost to the boiling point—sometimes I fear above that point—with some specimens of that genus now in my classes. But scolding does not give them brains, though it may make them move a little more quickly. They must have "line upon line, and precept upon precept,"—here a little and there a great deal, and in spite of all they will disappoint us. Keep up their courage, too, for some are as sensitive as they are slow to comprehend, and to such school-life has its dark and almost hopeless phases. Assist them *fully* their share, and draw out their minds by any clue your diligent search or good fortune may bring to you; but never expect them to throw aside entirely the veil now drawn around their mental vision. The edge of their mind may be sharpened, but can rarely be made to cut as keenly as those more highly endowed.

There are, however, cases of a certain class where marvellous changes take place. A child who, as a general student, is unutterably dull, may find the particular line of research for which nature formed his mind. Then how life brightens for him. Witness the stories of mathematical prodigies. Keep on, then, with your tedious, slow archin, cheering yourself with the thought that his homely and unpromising chrysalis *may* send forth a beautiful butterfly, if you only wait sufficiently long. Think, too, that your dull pupil has a soul that needs training, has a heart that needs your sympathy and your love.

The remedies which I offer to you, as aids in elevating these dull, indolent and restless pupils to the loftier position of active, willing seekers after knowledge, are these; (1.) Variety in lessons, recitations, and every feature of school-life; and (2.) Personal mind-

waking in individual scholars. However you may be hindered in applying these principles, by large numbers, by infinite differences of character, or by lack of preparation in your scholars, I believe them to be efficient methods, capable, if skilfully employed, of accomplishing valuable and enduring, if not speedy results. R. G. H.



THE USE AND ABUSE OF THE ENGLISH LANGUAGE.

Probably no other school book in our own tongue is so widely used, yet so widely abused, as the "English Grammar." Pupils appreciate the utility of a thorough knowledge of Arithmetic, because they are taught the constant application of the rules which it embodies; hence they struggle on, conquering at every step, though they fain would cry out with the old rhymster:—

"Multiplication is vexation.
Division is as bad;
The Rule of Three doth puzzle me
And Fractions make me mad."

Endeavor to interest these same pupils, however, in the study of the laws which govern the construction of their own language, and they will cry out: "Grammar is so dry that I hate it; what good will it do me? I shall learn it by hearing others; it will not assist me in talking; people that have never studied grammar speak quite as well as those who have," &c., &c.

Two reasons for the prevailing disinclination for this most interesting study occur to the reflecting mind. First, children are usually required to learn the rules and definitions of Grammar before they are acquainted with the simplest relations of words to each other. Second, they are quick to perceive that the theory and practice of their instructors do not go hand in hand. At home and at school children are brought into the atmosphere of misplaced adjectives, perverted verbs, and slaughtered or curtailed adverbs. Even in the Sabbath School they are not safe, since Coronas, Happy Voices, and doubtless other tune books, put into their mouths such songs as "Oh

won't you be a Christian." The habit, therefore, of a correct use of language is one of great importance to the teacher of a common school ; for such a school is largely composed of children who, from association and lack of culture, rarely arrive at an early construction of English, according to grammatical forms. They have, however, bright wit and warm hearts, and are closely in sympathy with all that is lovable and elevating in the instructor's character and scholarship. Good impressions, therefore, should be left upon their minds in good English, not sentimental, but straightforward and simple, as is their childhood. It is for this purpose that teachers are employed, yet good teachers often dishonor their profession and annul the value of their own instruction by a perverted and careless use of language. This habit is not only dangerous, but contagious.

The carelessness of the American people in speaking their own tongue is proverbial among other nations. Those of our countrymen who speak it with the greatest propriety, are said to excel the best educated Englishmen ; but alas ! their numbers are few. Our Senators make nothing of murdering their mother tongue at every recurring session, and our legislative assemblies give rise to solecisms which would disgrace a boy in the third form of a public school. It is regarded as a pity that so few of our public men speak foreign languages. It is a greater pity that so few of them are acquainted with the rules which govern their own. A habit of random talking, of talking for effect or for amusement almost invariably involves a habit of inaccuracy.

Another widely extended idiosyncrasy of America, that of larding conversation with slang phrases, tends immediately to a violation of the laws of grammar, as well as to the laws of etiquette and good breeding. It needs not a sharp critic to epitomize the very common errors in our every day conversation. Time would fail me to speak of such as, "He done it ;" "I hain't got none ;" "She was drowneded ;" "You had ought ;" "It is me ;" "There ain't one left ;" "Give me my book ;" "She is laying down ;" "I can't never ;" "I seen it ;" "I have saw ;" "He give it me ;" "Father, he" and "Mother, she." Their name is Legion, and to attempt to elaborate all would be an Herculean task, exhaustive alike of your endurance and my own strength. "You and me will go," says one, utterly oblivious of the

fact that me is never a subject, while the companion responds, "Yes, nobody shall go but you and I." "I might have known it would have happened," is an expression in general use which sets at defiance both the rules of grammar and the euphony of the language. A common error is the interchange of the pronoun them for the adjective those, as "Hand me them books," and also of the past participle for the past tense. The good old Saxon words "fix" and "got" are of much value in their right place, but are inelegant as commonly used. "I have got it" is no more expressive and not as euphonic as "I have it." *Shall* and *will* are so often confounded by our best speakers, that one is constantly reminded of the drowning Frenchman when he cried out, "I will drown, nobody shall help me." In some parts of our country we frequently hear, "I suspicioned him," for "I suspected him." Puritan usage drops the *g* from the end of such words as singing, but *have went* is a solecism in which no thorough bred Yankee ever indulges. *Pillows* and *pillars* are often confounded, so that we sometimes hear of the *pillars* on which we sleep, and of the *pillows* of the edifice. *They was* and *we was* are in very general use, but never excusable. *Warn't* for *was not* is not an allowable abbreviation. *Ain't* for *are not* is somewhat excusable, but not allowable. *Aren't* has been introduced into good society as its equivalent, and is truly preferable except when misapplied, as I once heard it in the sentence, "She aren't going to do it," by a young lady more familiar with the requirements of fashion than with those of Lindley Murray. *Won't* for *will not* has taken such deep root in our language that it can only be eradicated by years of patient toil on the part of our teachers. The word *female* has been applied to individuals so long that we forget that although all women are females, yet that all females are not women. Hence when we read of female colleges and seminaries, we are apt to wonder whether they are for female bipeds or female quadrupeds. Mrs. Partington may no longer be considered as an individual, but as the type of a class of people who delight in the use of so called big words. In fact, as the old lady herself once said, "There have been so many intimations of her that it is very difficult for her to indemnify herself." A few Partingtonisms that have come under my own observation, may not be out of place. A young lady

being asked what she was reading, replied, "one of Mr. Waverly's novels;" another remarked that "a certain young gentleman was perfectly *enameled* with her," and still another said that she "Had two new dresses, an organic muslin and a grenadier." A minister on trial before an ecclesiastical court spoke of "The acquisitions that had been brought against him," and a good old deacon used to pray that "The gospel might be sent to the heathen upon the uninhabited islands of the Pacific Ocean." A New Yorker boasting of the style in which he lived, said "That his house had a *pizarro* on each side of it; that his folks drank out of *goblers* every day, and used *bodkins* to wipe their hands on." A young lady inquiring for hose in a Southern country store, was much chagrined when the verdant clerk asked if she wished *wecding hoes* or *grubbing hoes*. The wife of a well known D. D. having taken a long journey for her health, was asked if she went directly through or by easy stages. Oh! was the response, "I did not travel at all by stage; I rode on the cars all the way." She afterwards informed a friend that her niece was studying "Mental Philosophy on the Mind." Many a hypochondriac staggers your faith in her honesty when she utters a Partingtonism in assuring you that she "enjoys poor health." Artemus Ward, Josh Billings, and their numerous imitators, while contributing to our amusement, have lowered the standard of good English, to how great an extent, future generations alone can tell. The negro element of the South has been supposed to suffer great wrongs at the hands of the whites, but a more lasting injury has been done the whites in the corruption of the language. "He done gone," "I is," "she say," "'pears like as though," "'dis yere thing," "do like I do," are common expressions among southern children of all classes. When corrected by their teacher, they often respond, "My father and mother talks like I do, and I don't want to talk no better than they does."

The vowel sounds of our language seem to be undergoing a change, so that we now have rather for rather, profele for profile, alpi(e)ne for alpine, &c. It may be smoother to speak of the serpenti(e)ne course of a river, but what North Carolinian would recognize turpenti(e)ne as one of the staple productions of his State? The use of provincialisms has been mostly accredited to New England, but a close observer of language finds that they are not indigenous to the

Eastern States, but that they grow in every soil, and flourish at every point of the compass. The Yankee bids his horse to "go lang," the Pennsylvanian tells him to "go up," while the Hoosier orders him to "git." The Yankee *guesses* he will raise a lot of corn, the Hoosier hopes to make *a heap*, the Southerner *reckons* on a *mighty fine crop*, and the Sucker *calculates* on a *right smart chance*. If the students in our academies and colleges would pay less attention to the dead languages and more to English, the living language of the world, we might soon become a nation of good talkers, and no longer be accused of murdering our mother tongue.

Fellow teachers, let us remember that it is as essential to speak English correctly as it is to read and write it correctly; and let us endeavor, both in theory and practice, to teach those who may come under our instruction the proper use of language.

Let us bear in mind that as we have the greatest country of the earth, so have we the greatest language—great in copiousness, great in simplicity, and great in strength. Already more widely spread abroad than any other tongue, it is destined, without doubt, to become the language of the world.



WHAT CONSTITUTES A GOOD PRIMARY TEACHER?

At the late National Teachers' Association, in St. Louis, the above question was considered at some length.

The discussion was opened by N. A. Calkins, of New York city. He said that, first of all, the good Primary Teacher should be able to ascertain readily the condition of the child's mind; to comprehend its difficulties; to begin with it just where it is and lead it gradually from the known to the unknown.

2. She should know exactly what means to use, whatever the condition of her school, graded or ungraded.

3. She should have the ability to command attention without effort; to teach in such a way that children will govern themselves.

4. She should be able to keep the children profitably employed. Should be ingenious in devising work. Should be able to work without facilities.

Miss Lathrop, Principal of the Cincinnati Training School, thought that the most essential element in a good primary teacher was *quick and ready sympathy* with the children. Not merely to go down to them, but to *realize* their wants. Must be mother and sister to them. The relation of teacher and pupil is something more than a mere business relation.

2. *Energy*.—A primary teacher cannot have too much. It may be, often is, misdirected, but there is no danger of there being too much of it.

3. *Tact*.—By tact, is meant a quick perception of the difficulties of children, and a readiness and aptness to help them out of them.

E. E. White, of Ohio, agreed with Miss Lathrop that sympathy is an indispensable element in the primary teacher, but insisted that it must be genuine, not pretended. The child can always see the difference. The teacher must be a child at heart.

2. The teacher must be an artist in the truest sense. The result of a method depends upon the *soul* the teacher breathes into it. We cannot make souls or influence life by mere methods—by pattern. The teacher must be more than the method.

3. The teacher must understand that the life of the child is to see, to do, to tell.

John Hancock, of Cincinnati, insisted still further upon the artistic element. Said that the primary teacher should be poetic in her nature. That she should be able to sweeten her instruction. Should be inventive—should sing, draw, etc.

W. T. Harris, of St. Louis, spoke *on* the question, but not *to* it. His remarks were confined to methods of teaching reading, and had no relevancy to the subject under consideration.

W. A. Bell, of Indianapolis, agreed with most of the sentiments expressed, but said two very important elements in the character of a good primary teacher had been omitted.

1. She must have good muscle, good nerve. She must be healthy. She needs a sound body as well as a sound mind. Many of the other qualifications mentioned depend upon this.

2. She must be able to live on a small salary. That School Boards had not yet gotten out of the idea that "anybody can teach children." They have not yet learned that children never *study*, in any proper sense of that word, and that consequently it requires more tact, more energy, more ingenuity, more skill, more *labor*, on the part of the teacher to properly employ and instruct small children than it required to teach any other class of pupils. Not understanding these facts, they usually pay the lowest prices for primary teaching; and the teacher who devotes her time to the little ones must therefore be able to live on a very small salary.

He insisted that this was all wrong. That our best teachers should be our primary teachers, and should receive the best prices. Was glad to know that a few School Boards were already acting upon this principle.—*Indiana School Journal*.



TOWN SYSTEM vs. DISTRICT SYSTEM.

BY HON. E. A. RANKIN, SECRETARY OF THE VERMONT BOARD OF EDUCATION.

While we strive assiduously so to economize as not to increase the expense of our educational system, we do not take proper pains that the money which is annually expended shall be so applied as to secure the largest returns.

Let me enumerate some of the prominent obstacles which are in the way of the greatest efficiency of our schools.

1. Total lack of or insufficient supervision.
2. Constant change of supervision.
3. Poorly qualified teachers.
4. Constant change of teachers.
5. Lack of interest in schools, on the part of patrons.
6. Employment of relatives and favorites without regard to qualifications.
7. Too small schools in many districts.
8. Too short schools in many districts.
9. Employment of immature and incompetent teachers in small districts.

10. Poor school houses.
11. Irregular attendance,
12. General lack of facilities to aid the teachers.
13. No schools at all in many districts.
14. Lack of proper classifications.
15. Pupils study what they choose and not what they ought.



THE FLIES AND THE SPIDERS.

FROM THE GERMAN.

"Why has God created the flies and spiders?" a young prince often said to himself; "such insects are of no use to man; and had I the power, I would cause them to disappear from the earth."

One day, during a war, this prince was obliged to flee before the enemy. At night, being very much fatigued, he lay down under a tree in the middle of a forest, and soon fell fast asleep. He was discovered by one of the enemy's soldiers, who glided softly up to him, sword in hand, intending to kill him. At this moment a fly suddenly alighted on the cheek of the prince, and stung him so sharply that he awoke. He started up, drew his sword, and fought with the soldier, and at last escaped. Then the prince went and hid himself in a cavern of the same forest. During the night a spider spun his thread across the entrance. Two soldiers, who were in search of the fugitive prince, came so near the cave that he could hear their conversation.

"Look," said one, "no doubt he is hidden here."

"No," replied the other, "he could not have entered without tearing down the spider's web."

As soon as they had gone, the prince cried out with emotion, raising his hands to heaven, "Oh, my God! What gratitude do I not owe thee? Thou didst save my life yesterday by means of a fly, and to-day thou hast preserved me by means of a spider. Truly there are use and purpose in all the works of thy creation.—*From Oliver Optic's Magazine.*

CASES IN GRAMMAR.

Nouns and Pronouns in Proposition hold certain relations to other words. Some teach that these relations are *Cases*. What is involved in this teaching?

1. An indefinite number of cases. For the number of cases must equal the number of relations. We must have a subjective case, an attributive case, an appositive case, a possessive case, a verb-objective case, a preposition-objective case, and if *no* relation be a relation, an independent case.

It seems to be universally admitted that Prepositions are "relation-words," and that they generally express relations of nouns and pronouns. As no two prepositions express the same relation, we must have, in addition to those enumerated above, at least as many cases as there are prepositions. But a single preposition may express more than one relation, as, for example, the word *with* in the expressions "David went *with* Jonathan," and "Africa was filled *with* terror." This fact would render necessary a still further increase of the number of cases.

To what has just been said in reference to prepositions, it is sometimes objected, that nouns and pronouns following prepositions hold a common relation to the prepositions. This must be granted. But the objection is not pertinent, since the relations of the words *to* the prepositions are not the relations expressed *by* the prepositions.

2. This doctrine of cases would require us to make an equal number of cases in different languages, in so far as nouns and pronouns in those languages hold corresponding relations. It would be impossible to justify the making of five or six cases in Latin or Greek, and only three or four in English.

3. The common rule for the formation of the possessive singular of Nouns is, "To form the Possessive Singular, add the apostrophe and the letter *s* to the Nominative." Interpreted in accordance with the definition we are discussing, the rule requires us to add an *apostrophe* and the letter *s* to the nominative *relation* of a word to form its possessive *relation*,—a feat which, so far as we know, has never yet been performed, and which would certainly seem to be beyond the reach of the most skilful grammatical or rhetorical prestidigitator.

4. We find equal difficulty with our rules for constructions. Consider, for example, the rule which says, "A noun used as the object of a verb, must be in the objective case." The interpretation will be "A noun in the objective *relation* (to a verb) must be in the objective *relation*." Certainly. The proposition is as clear as that "an animal is an animal," or that "a boy in an awkward predicament must be in an awkward predicament," and as true; but does it not savor of abusing language to dignify any such idle statement by calling it a *rule*?

5. In the expressions "He discovered a planet," and "Him discovered a planet," the pronouns hold exactly the same relation. So in the expressions "William discovered *us*," and "William discovered *we*." If relations are cases, the words *he* and *him* are in the same case. Likewise the words *us* and *we*. And it must follow that the expressions are equally correct. It should also appear that it is impossible to make incorrect constructions of nouns or pronouns.

J. G. S.

BEAUTIFUL CHEMICAL EXPERIMENT.

Take two or three leaves of red cabbage, cut into small bits, put them in a basin and pour a pint of boiling water on them; let it stand an hour, then pour off the liquor into a decanter. It will be of a fine blue color. Then take three wine-glasses; into one put six drops of a solution of soda, into a second the same quantity of alum, and let the third glass remain empty. The glasses may be prepared before and the few drops of the colorless liquid which have been put in them will not be noticed. Fill up the glasses from the decanter, and the liquid poured into the glass containing the acid will quickly become a beautiful red, that in the glass containing the soda, will be a fine green, that poured into the empty one will remain unchanged. By adding a little vinegar to the green it will change to red.

DUTY AS A LESSON.

BY GEO. S. BURLINGH.

The duty of the State to educate all its youth has been too long conceded to require any argument. There is even a plausible claim that it should apply a rule of compulsory education and compel the maimed and the halt to come in to "the feast of reason," though it sadly lack the "flow of soul." But it may be questioned whether in our well ordered and thriving school system there exists any necessity for such urgency of invitation. That parents and guardians have also a duty to see that all the young are brought within reach of the State's bountiful provision, is acknowledged, if not always enforced.

For its own welfare, as a representative body, depending on the intelligence and virtue of its own constituency for its strength and stability, the State has undertaken the task of educating its children, the great majority of whom have no other means of fitting themselves for the practical duties of life. It might have left them to chance, and dealt with their short-comings like a traditional mother-in-law, but it wanted intelligent men for voters, so it has dealt with them like a real mother.

If now it should prove that, after the manner of mothers not quite wise, she has been blindly kind, and done them and herself an injury,—if it should appear that mere literary instruction of a loose rabble is a damage; that the State is only making more difficult to manage, and more inclined to lawlessness, a class not too safe before, but certainly not up to shrewd devices of wickedness, we are brought to a thoughtful pause. We ask ourselves: Is ignorance a safeguard of virtue? Is knowledge the natural ally of vice? Have our spelling books put a wicked spell upon youth? or, as we sometimes felt in our school days, has the evil one coiled himself away in the intricacies of English Grammar, like a snake in a wood-pile? To all such queries we are disposed, from long habit, to give an emphatic No. But up come, slate in hand, the impertinent men of figures, horrid deducers of averages, remorseless calculators of percentage, and arraying awkward statistics against convenient theory, undertake to settle by addition, subtraction, and long division, the questions we

have managed so easily by simple deductions from favorite premises. They assert, and make disagreeably plausible, that the percentage of crime has steadily increased with the increase of educational facilities ! Their columns give a frightful balance to the devil. Their ugly figures are enough to make an honest man disgusted with the nine digits, and forswear the multiplication table, for the treacherous way they deal with their learner,—drilled against his innocent, childish will into their preposterous conclusions ! That two and two make four is a proposition that *looks* as honest as a baby of two moons' experience, and you would hardly suspect that to learn that unsophisticated statement would put a boy on the down grade to perdition. But if "figures don't lie,"—and they *do* egregiously,—the general diffusion of this and kindred truisms is making more rogues than we used to graduate from the school of ignorance, before the fatal facilities for education had corrupted our sons, and made our daughters strong minded !

In Prussia, in France, in Germany of the old map, in England, and even in virtuous New England, the dreadful figures add up a larger percentage of jail-birds for every increase in popular knowledge. With a kindness that we appreciate the more for not expecting it at such remorseless hands, the cruel figures confess that in New England the ratio of educated criminals to the uneducated is cheerfully low, and that of uneducated criminals to the uneducated population is satisfactorily high, and mostly on the side of our alien increase. This lets us breathe again, and almost reconciles us to the admission of the science of numbers in good society. If somehow the frightful digits could be coaxed into a category favorable to virtue, we would excuse their malignant thrusts at the very learning that makes it possible to understand their horrid inuendoes,—if only for the service they do us in settling scores at the butcher's and baker's, and candle-stick maker's. The little circumstance of proportionately fewer learned rogues in New England, points to a solution of the dreadful problem. The spelling-book is, after all, an innocent book, Greenleaf is not a cunning veil for the evil one, hiding moral poison under the subtle relations of numbers : and a rule of Greene need not commit one to the rule of the Adversary the moment it is committed by one.

In New England more than other places, the good old Puritan habit of moral instruction has not been dropped entirely from the school. A lingering notion that the Rule of Three does not render useless the Golden Rule, has survived the new processes for forcing the intellect, and while purely literary instruction has, at times, only assisted the ignorant masses to ways and means of crime not open to them before, the knowledge that comes with some direct enforcement of moral law is an additional security against crime.

As the State has what, for the masses, is practically a monopoly of education, it carries with it a solemn duty,—based on the same consideration as its assumed right to teach,—to make its education as broad as the common necessities of life, and the safety of its own institutions. It has no right to put a dangerous weapon in the hands of a citizen without instructing him in its proper use.

If to exhibit the subtle relations of numbers to a boy is calculated to make him a sly villain, who will add to his gains by skillful subtraction from his neighbor's,—the State that teaches him, and has got to hang him for his bad wit, if it be not supplimented with conscience, is under the strongest obligation to show that boy that all rules are subordinate to the moral law, and that Tables of Addition and Subtraction must in no way be used in antagonism to that law written in the fleshly tables of the heart. Not only should his English Grammar teach him to speak and write correctly, but with it should come the lesson that good writing includes the writing of good things, speaking correctly involves making correct statements; and the rigidity of the axiom that two and two are four, should hold him to a point as rigid in morals, never to make it three or five for any consideration of selfish gain.

We are, in this matter, at the mercy of the State, to a great extent, and can only escape harm by showing the danger to itself, as well as the wrong to the citizen, in giving a high culture to the intellect without exciting in the moral nature some corresponding action. Top-brain must be the common crown of front and rear brain, or they together will carry a high hand over the peace and dignity of the State.

It is not pulpit work, nor Sunday School work, that we ask of the Public School; they can teach what gospel they can find hearers for;

but the only moral lessons that reach the general mass of children in their daily life, are found at home and in the district school, and the only good word they are *sure* to hear, is at the school-house. Let them not fail to hear it there. The State is making them more skillful rogues or better citizens, according to its wisdom and courage; and every lover of virtue has a right to demand that the subject who is only a common nuisance in his ignorance, shall not be made an expert villain by the honesty of the public, because that public is a little timid about instructing the moral nature along with the intellectual.



TWENTY-SEVENTH ANNUAL MEETING OF THE R. I. INSTITUTE OF INSTRUCTION.

[The largest, most interesting, and most enthusiastic meeting of this Society has just closed, and we furnish the following brief of the various sessions, as a general review exercise for our teachers. While the unwritten history may be more valuable than the written word, the one will serve to revive and refresh the other.—Ed.]

Thursday, January 18th, 1872.

In the morning the Normal School and High School were both thrown open to visitors, and the friends from out of town improved the opportunity to a great extent. The Normal School was especially a scene of attraction. Classes in arithmetic, mineralogy and rhetoric, were heard by the Principal, Mr. Greenough; in grammar and geometry and spelling by Miss Jewett; in geography by Miss Bancroft, who also conducted the musical exercises; in arithmetic by Miss Hayward, and in French by Prof. Gates. These served well to illustrate the method of teaching used in the school. In the afternoon, the primary, intermediate and grammar schools of the city were visited, and exercises similar to those of the quarterly examinations were given, all of which were highly satisfactory to the invited guests. In the evening a social time was enjoyed at Roger Williams Hall. The promenading and congratulatory hand-shaking was interspersed by music, under the direction of Mr. Henry Carter. Miss Stackpole sang "Ye Merry Birds," and was recalled, when she and Mrs. F. A.

Smith sang a duet. A quartet of Brown boys sang some College songs, the gentlemen being Messrs. Liscomb, Elliott and Buffum, '72, and Cushing, '71. Mrs. H. M. Miller also favored the audience with several recitations, which were very acceptably received.

This Social Union afforded the teachers of the State and their friends an opportunity to renew old acquaintanceships and to form new ones, and the occasion was eminently profitable and successful in this direction.

Friday, January 19th, 1872.

The morning exercises at Roger Williams Hall were opened at half past nine with Scripture reading and prayer by Rev. Dr. Caldwell.

The President of the Institute, Mr. A. J. Manchester, said that he supposed the time for introductory addresses was well taken up by the social exercises of the preceding day, and proceeded at once to name the following standing committees :

On Nomination of Officers.—Messrs. Thomas Clarke, Newport ; T. B. Stockwell, Providence ; Dwight R. Adams, Centreville ; Miss Sarah Dean, Providence ; Miss Sarah A. Riley, Westerly.

On Resolutions.—Messrs. D. W. Hoyt, Providence ; A. D. Small, Newport ; Rev. E. M. Stone, Providence ; Prof. Joseph Eastman, East Greenwich ; Rev. E. Douglas, Woonsocket ; Miss Sarah E. Doyle, Providence ; Miss Bell Essex, Warren.

On Rhode Island Schoolmaster.—Messrs. W. A. Mowry, L. W. Russell, Providence ; Prof. O. H. Kile, Westerly.

On Schools and Teachers.—T. W. Bicknell, Commissioner of Public Schools.

The President then introduced Mr. A. D. Small, Superintendent of Public Schools, Newport, who read an interesting paper on "Practical Education."

Mr. S. spoke of the derivation of the word "practical," and its entire misapplication in all kinds of business at the present day. He spoke of the universal demand for what is denominated practical education, and proceeded to answer the question : What is practical ? Branches of study to be taught should be of general application, yet it must be said that parts of studies well learned were better than whole studies carelessly pursued. And this attention to special departments is not

superficiality, which is only surface work, and is not this digging deep in different places. The manner of living and the fullness of enjoyment of life must be consulted, and studies should minister to such training. The three requisites were, in the speaker's opinion, books, health and religion. He illustrated the influence of good reading in life after school days were over, which must be impressed upon the scholar by the teacher, if the parent fails to do it; the necessity of good health and a better appreciation of the means of physical conservation, which are not presented by the present system of physiological instruction; the desirableness of religious instruction, which should not be sectarian, but ought to teach by pointing out examples of the good and bad.

The paper was discussed, the discussion being confined to the approval of the excellences of the paper, by Mr. Merrick Lyon and Rev. E. M. Stone, Providence; Professor O. H. Kile, Westerly; Rev. Mr. Holman, Central Falls.

Mr. D. W. Hoyt, of the Providence High School, was then introduced, and read an able essay on "The Cultivation of the Memory." In considering the place that the memory has occupied and should occupy in the system of instruction, he offered some suggestions in the training of this important faculty. 1. The principle or statement should be understood at the time of committing to memory. Facts can easily be learned in youth, and the reasoning powers developed later in life. 2. Facts should be thoroughly and correctly committed when the first attempt is made. The real aim of the teacher is to help the pupils in their committal. 3. The evils of committing to memory simply for a single recitation. These may in part be obviated by calling up at any time what has been previously learned. 4. The necessity of frequent reviews. Where a specific assignment of a particular past lesson is not attended with the wished for result, miscellaneous problems should be given out to test knowledge acquired in the past. 5. The teacher must invent contrivances to aid the pupil what and when to remember. 6. A teacher often finds reasoning used where memory should be. This is shown in the lack of readiness in the use of the addition and multiplication tables. 8. The teacher should never forget that his truest and highest reward is to be found in the memory of his pupils.

The paper was discussed by Mr. Wm. A. Mowry and Professor Bancroft, of Providence, Prof. J. C. Eastman, of East Greenwich, and Mr. I. F. Cady, of Warren.

The exercises of the morning were closed with a musical exercise by pupils of the Elm Street Grammar School, under the direction of Mr. B. W. Hood.

AFTERNOON SESSION.

The Institute reassembled at two o'clock, and the Hall was packed with an attentive audience, and the exercises were listened to with much interest. The first business of the afternoon was a class exercised in reading by the pupils of the State Normal School, conducted by Mrs. M. H. Miller. The young ladies and gentlemen comprising the class acquitted themselves with credit, and exemplified the method of teaching elocution at the Normal School.

Professor J. C. Greenough, Principal of the State Normal School, then read a paper on "A Course of Study." A course of study, he said, is a means to an end. In order to know what means must be employed to secure an end we must clearly perceive that end. The end to be secured by a course of study is either the development of the pupil's powers, or his preparation for some specific employment. The first considers the pupil as an intelligent moral being; the second his usefulness in meeting the demands of some particular vocation. The end to be secured by a course of study in our common schools should be the development of the pupil's powers rather than his preparation for a specific employment. Two reasons may be urged as circumstances which forbid us to train pupils for a given employment merely. In Europe the social condition of the pupil is so fixed that a teacher can often predict with a good degree of certainty what will be the employment of children born in a given district. They are too often children who are born to the employment of their parents. In this country it is impossible for the teacher to predict what will be the life work of his several pupils and consequently he cannot give special professional training for an employment. The second reason is that every human being is created for ends higher and nobler than the demand of any craft or trade. The nature of our faculties as well as divine authority command us to strive for the perfection of our powers as the ultimate end of our education. That we may know

what means must be used to develop the pupil's powers we must heed the facts revealed in our own consciousness; we must observe the operations of the human mind in different stages of development; we must heed the teaching of experience. It is the work of the primary and intermediate teachers so to direct the observation of the child as to lead him to acquire facts. During the earlier school years of the pupil he should have lessons on forms, colors, numbers, weight and distance, Lessons in drawing and language should also accompany other lessons. Lessons in manners and morals should likewise be given, not as regular and formal exercises, but as the conduct of pupils or the objects of study furnish occasion. The pupil, as early as may be, should be brought under those motives by which all his subsequent life should be controlled. During the period of primary instruction the pupil should have nothing to do with technical terms, nor the exact formality of science. The science of numbers, or of mineralogy, botany or zoölogy, or language, in the form of grammar, should not be attempted until a later period, when the reflective powers of pupils are developed. We derive principles from a knowledge of facts, and the duty of the teacher is to point out a right method is gathering facts. The pupil is not to learn all facts respecting the object he studies but is to gain those facts which he will one day use in gaining a knowledge of scientific truth. A knowledge of facts alone is of little value in itself. One of the defects of our system is a failure to develop pupils with elementary instruction before attempting to teach them scientific truth. The time is not far distant when it will be deemed as important to furnish schools with the means of elementary instruction as to furnish them with chairs and desks. The proper development of the pupil's powers require that lessons in language should form an essential part of both elementary and a scientific course of study. Composition writing, though an important means of gaining a knowledge of language, is but one means and should be accompanied by other lessons that should aid the pupil to form—properly, oral and written ideas as soon as he has occasion to require them. Language in its broadest application includes all the means by which thought and feeling are expressed. In order, therefore, to develop the pupil's power of expression we must add to reading and writing, drawing and vocal music—drawing as a

means of training the hand of the pupil to habits of patience and observation. Vocal music aids the pupil in learning to read. Reading so far as it is the expression of emotion is but a kind of music. Both are adapted to develop the emotional nature, and are important means of moral culture. The body is the instrument of the mind, and a vigorous healthy body is an essential condition of a healthy mind. Hence while the teacher's work is mainly the development of the intellectual powers of the pupil the true teacher will not neglect the physical culture of those under his charge. Physical training should enter into every course of instruction, not as an end, not as "Muscular Christianity," but as a means of mental and moral culture.

To illustrate this physical culture, a recess was taken of a few minutes, in which a class of pupils from the Thayer Street Grammar School went through a course of gymnastics in a manner highly creditable both to themselves and their instructor, Miss M. L. Phillips.

A paper was then read by Joshua Bates, Esq., head master of Brimmer School, Boston. Mr. Bates selected for his subject "The Manners and Morals of School-rooms," and treated it in a way that elicited hearty applause. The statutes of the State and the rules and regulations of the school boards of towns and cities require that teachers shall strive to form in their pupils an amiable disposition; to instil sound principles; to awaken within them aspirations for moral excellence; to teach personal duties; duties to others, self-examination, self-control; what children owe to themselves and to their country; their true relations to parents and teachers; the right cultivation of the conscience, the attainment of knowledge, the improvement of time; their future responsibility when called upon to act their part in public life; and, moreover, that their success in life will depend very much on being educated, but also in the attainment of those attractive, social qualities which make them affable, respectable and polite to all. Physical strength and intellectual ability are wholly inadequate to give the highest success in life. The perfection of the character consists in the development and exercise of the religious and moral part of our nature. These should ever hold pre-eminence over the intellect and animal. It is in vain to enlarge the understanding, refine the taste, multiply accomplishments, unless at

the same time principles are established which will yield the practice of a stern morality and the development and growth of virtue in the heart. No amount of intellectual attainment can afford a safe guarantee for the moral rectitude of its possessor,—character is the great mark of distinction among men. It is this which secures respect. Station, talents, wealth, without character, will not make a man respectable or beloved. If devoid of social qualities, however talented a man may be, how uncertain will be the chance of his ultimate and highest success. A man's personal appearance, and the impression which he makes upon his fellow man goes very far in determining his success or failure in life. Children should be taught these matters in familiar lectures, such as will best impress youth with the importance of attending to cleanliness in dress, attention to personal appearance, proper deportment in school, at home, and in the street. After some remarks on the need of bringing all scholars, though uncouth and awkward they might be, to the cultivation of true gentlemanly conduct, which must command respect, Mr. Bates said that he had been accustomed for some time to deliver to his pupils on successive Saturday mornings, familiar lectures on the subjects which should be best learned by the pupils, and he also required that his primary pupils should learn useful verses and maxims. He considered in his lectures, home duties and deportment, street duties and school duties. In the first, he considered cleanliness, food, sleep, clothing, play, study, books, and the like; in the second, dress, deportment in cars, churches, places of amusement, company, etc., illustrating by stories; in the third, the externals and internals, the appearance of the school-room and the school-yard. He elaborated the topics on which he read, gave a list of mottoes and topics, and read letters from old pupils who had seen the utility of such talks.

Evening Session, at Music Hall.

This was the great mass meeting of the Institute, and the capacity of Music Hall was tested as never before, by a grand audience of three thousand people within its walls, while hundreds desired admission who were unable to obtain tickets.

The audience was made up of the best talent of our city and State, and the exercises were varied, high-toned and enthusiastic.

After a voluntary by Mr. F. F. Tingley, on the organ, came the singing "Night" by two hundred young ladies of the High School, under the direction of Mr. B. W. Hood. It is but just to say that the singing was every way satisfactory, and evinced the zeal of the pupils no less than the skill of the teacher. "These moments entrancing," from the opera of "Elisir D'Amour," was sung next, when Mr. Manchester made an address of welcome to the teachers of the Normal School, and enlarged upon the educational interests of the State. He concluded by introducing His Excellency Governor Padeelford, who upon stepping forward was received with applause, and delivered the following address :

Mr. Chairman, Ladies and Gentlemen :

It is very gratifying to see so large a number of persons present this evening, evidencing so warm an interest in the cause of education. It calls to my mind the want of such advantages, as are now enjoyed, in the early history of our public schools, within the memory of some of us who are present. I recollect when there were but two Grammar School buildings in this city, the one standing on Meeting street, now used as a school for colored children, and one on Friendship street, long since removed; in both of the Grammar Schools in these buildings, at different times, I was a pupil. The schools were not graded, as now. It was my pride and pleasure to have been connected with the building committee for the erection of five new Grammar Schools and a High School building; two of them on the east side, and three on the west side of the river. These buildings were considered, at the time, model buildings. The committee visited several localities, and supposed they had improved upon all the plans brought to their notice; this was in 1837 to 1842. The capacity and ability of the teachers who were selected to take charge of these schools, over those who taught in the Grammar Schools before mentioned, as well as in the modes of instruction given, was very manifest.

What advances since that time have been made, — witness the two buildings recently erected by the munificence of the citizens of this city—one on Thayer street, the other on Federal street, each containing a large Hall and twelve Grammar School rooms,—the magnificent accommodations given to all those who seek to avail themselves of the benefits to be received by as good instruction as is given in any part of our country. Witness the cultivation, refined taste, and scientific attainments of those who have charge of these schools and the other Grammar Schools in this city, as well as in the enlarged advantages thrown open to all who through them are permitted to enter and enjoy the usual course of instruction given in the High School.

We have much to hope in the creation of the new State Normal School, in the accommodations given to its scholars, in the talents and eminent ability of its Principal and Assistants, in its Lecturers and Instructors, who have been secured to forward its good work. It promises much in educational progress. We do not believe that we shall be disappointed.

I congratulate you, ladies and gentlemen and our worthy Commissioner, upon the

increased interest shown in the cause of education throughout the State, so earnestly manifested at all the meetings of this Institute. May these warm and generous impulses for further advancement in every direction, now re-kindled, be kept alive, until our schools shall be known throughout our extended country as models of perfection, and referred to with just pride as worthy of the descendants of our great Founder, who was first in the order of time to proclaim the liberty of the soul, and thus give freedom to every faculty of the mind, and an aspiration for a higher intellectual and educational development.

His Honor Mayor Doyle was next introduced. After a few pleasant allusions, he remarked that the Institutes of Instruction are of great importance not only to teachers and those immediately interested in the cause of education, but to the friends of human progress in general. Our government rests upon free education, and the State should be lavish in its expenditures for this purpose. The department of education ought to receive more attention and more liberal opportunities of money than any department of government. The money should not be merely expended for the erection of school houses, but in having teachers, men and women of the finest culture and best education. We have the means in our State for attaining the highest excellence and our legislators should see that lack of money at least should not retard the movement for the diffusion of intelligence throughout Rhode Island. Our system of education should be more practical. We should fit our youth for the counting-house, the workshop, the manufactory, the arts and the legislative hall. Much has been said about civil service reform, but the axe should be put at the root of the tree, and before a committee is appointed to hold a competitive examination to see who shall distribute letters in a country post-office, we should have a committee to hold a competitive examination and see who is fit to make laws for the people. Reform is more necessary among the law makers, than in the custom houses of this country. A school of art and design should be established in our State, where artisans can be fitted for the workshop. Rhode Island derives her wealth from her manufacturing industries and we need an institution that will give the young men an ample knowledge of the mechanic art, if we would continue to retain our supremacy in manufacturing industries. Let us educate our workmen and make them what they ought to be.

After Mayor Doyle's address the young ladies of the High School sang the anthem "Night" and "These moments entrancing."

Commissioner Bicknell then spoke, congratulating his fellow-teachers on the successful meetings of the week. He referred to the increased State appropriation for public schools, and desired some means, by a truant law or others, to bring the eight thousand children in the State who ought to be in school, within the academic walls. He showed the ability of the State to educate, first, from its size; second, from its financial ability; third, from its active industries; and fourth, from the united sentiment of the people upon this subject. During the past year the State has appropriated half a million of dollars for public education, eighty per cent. of the school population was in the public schools, and a first-class Normal School, which existed only in the minds and hearts of its friends one year ago, is now in successful operation. Thirty-four weeks of school is now secured in every town in the State. The Commissioner urged as measures to secure the complete education of all of our children.

1. A higher public sentiment.
2. A Truant Law.
3. A law as to child-operatives.
4. School Missionary Work.
5. Homes such as Newport proposes to establish.

Rev. Daniel Leach, Superintendent of Public Schools, Providence, made a very able address, which we shall publish in full in our next number. He spoke of the nominal teachers as mostly in the past, and the tendency of the present to fill up our schools with faithful instructors for the five million youth that are to be the grand army of our future republic.

Mr. Tingley played very finely Auber's overture to "Massanilla," part of which was repeated in response to an *encore*, following which Prof. Lewis B. Monroe, of Boston, read "Our Folks," a selection from Jean Ingelow's "Songs of Seven," "The Charcoal Man," and after vigorous applause, a sea story of an Irishman who attempted conversation with Monsieur Crapeau.

The chorus then sang the Angel Trio—"Lift Thine Eyes," from the oratorio of "Elijah."

Hon. W. P. Sheffield, of Newport, then gave an able and eloquent speech on the relations of the State to the public education of its citizens. This address we hope to present to our teachers in full in some future number of **THE SCHOOLMASTER**.

Prof. Monroe read a sketch from Mark Twain's "Innocents Abroad," the chorus, whose excellent singing had by this time become a matter of remark all over the house, sang "Lorelei," and the audience dispersed, entertained, instructed, and delighted with the exercises.

SATURDAY.

The Institute met soon after nine o'clock, at Roger Williams Hall. Devotional exercises were conducted by Rev. C. George Currie, of Grace Church.

The business of the morning was then taken up, the first being the report of the Committee on Nominations. They recommended the following as the officers of the Institute for the ensuing year, and they were unanimously elected :

President.—Merrick Lyon, Providence.

Vice Presidents.—Hon. T. W. Bicknell, Commissioner of Public Schools ; Rev. Daniel Leach, Superintendent of Public Schools, Providence ; A. D. Small, Superintendent of Public Schools, Newport ; J. C. Greenough, Principal State Normal School ; I. F. Cady, Barrington ; J. C. Stockbridge, D. D. ; Rev. E. M. Stone, D. W. Hoyt, L. W. Russell, Samuel Austin, T. B. Stockwell, J. M. Hall, Miss Sarah Dean, Providence ; N. E. Morse, Woonsocket ; H. W. Clarke, Newport ; J. H. Tefft, South Kingstown ; E. K. Parker, Coventry ; J. L. Eastman, East Greenwich ; Rev. O. P. Fuller, Warwick.

Recording Secretary.—G. E. Whittemore, East Providence.

Corresponding Secretary.—D. R. Adams, Centreville.

Treasurer.—B. V. Gallup, Providence.

Auditing Committee.—E. H. Cutler, J. M. Sawin, Providence ; C. K. Neville, Pawtucket.

Directors.—Wm. A. Mowry, Sarah E. Doyle, Providence ; A. C. Robbins, H. A. Benson, Woonsocket ; A. J. Manchester, Providence ; N. G. Chase, Newport ; J. Q. Adams, Natick ; O. H. Kile, Westerly ; J. T. Durfee, Tiverton ; W. E. Tolman, Pawtucket ; E. H. Howard, North Providence ; T. G. Morley, Bristol.

On motion of Mr. Leach, it was voted that a committee of five be appointed to publish in a form for preservation the doings of this

session of the Institute. The committee consists of Messrs. Merrick Lyon, T. W. Bicknell, D. W. Hoyt, J. C. Greenough, and A. D. Small.

On motion of T. B. Stockwell, the second article of the Constitution was amended to read as follows :

Any person may become a member of this Institute on subscribing to the constitution, and such membership shall continue on condition of the payment of an annual tax of one dollar for gentlemen and fifty cents for ladies.

It was further voted that each member of the Institute should be furnished with one copy of the published exercises of the Institute, and two tickets for all the exercises to be held on the ensuing year. A paper was then circulated to receive the names of all wishing to become members of the Institute.

After the close of preliminary business, the President introduced Professor Lewis B. Monroe, of Boston, who gave an outline exercise in elocution, aided by the pupils of the State Normal School. In this, Professor Monroe exemplified the proper position in sitting, standing, and reading, and gave also exercises in vowel sounds, intonations, articulation, and inflections, in which the pupils of the Normal School sustained themselves with credit, following all the directions of Professor Munroe with a promptitude and readiness which reflects great honor on their excellent teacher in elocution, Mrs. H. M. Miller, of Concord, N. H., under whose instruction they had been during the term. Considering the short time devoted to their preparation, we can but wonder at the degree of accuracy which they had acquired, and which speaks highly for the elocutionary method practiced in our Normal School.

The report of the Treasurer was received as follows : Cash on hand at the beginning of the year, \$101.90 ; receipts from all quarters during the year, \$215.50 ; expenditures, \$226.79 ; cash on hand, \$80.61. The report of the Auditing Committee was received in connection.

Mr. Mowry reported for the Committee on the RHODE ISLAND SCHOOLMASTER, that it was in good hands, and hoped it would be continued under the same auspices. On motion, a committee of five was appointed to assist the editors in the publication of the work. The committee is Messrs. W. A. Mowry, L. W. Russell, O. H. Kile, and Misses S. C. Bancroft and S. E. Doyle.

The following resolutions were adopted :

RESOLVED, That we hereby cordially tender our thanks to those who have arranged this twenty-seventh annual meeting of the Rhode Island Institute of Instruction, the largest, most enthusiastic, and most successful gathering of teachers ever held in our State. Especially should the thanks of the Institute be tendered to Messrs. Small, Hoyt, Greenough, and Bates, for their able, instructive, and thoroughly practical essays; and believing that the reading of these would profit all teachers, we earnestly ask the authors for copies for publication. We also extend our thanks to Mrs. Miller, Professor Munroe, and the pupils of the Normal School, for their elocutionary exercises; to the Brown University Glee Club, Miss Stackpole, Mrs. Smith, Messrs. Carter, Tingley, and Hood, and the girls of the Providence High School, who by their music contributed so largely to the pleasure of the evening entertainments; and to the pupils of the Elm Street and Thayer Street Grammar Schools, for their musical and gymnastic exercises. Our thanks are also due to the railroads, for reduction of fares, and to the citizens of Providence, for the entertainment provided for teachers.

RESOLVED, That we view with satisfaction the progress made in the educational affairs of this State during the past year, under the lead of the Commissioner of Public Schools; and we would hereby express our appreciation of the action of the General Assembly in establishing the State Normal School, now in successful operation, and in providing an appropriation for the Teachers' Institutes that have been held in various parts of the State during the past year.

RESOLVED, That no education can be too thorough, no culture too fine, for those to whom is committed the instruction of the young; and in view of the fact that nearly three-fourths of the teachers of this State are women, the best interests of our schools demand that opportunities for the higher education of women should be equal to those now afforded to men.

RESOLVED, That the industrial interests of this State demand thorough technical education; and we hope that means may be provided by which such instruction can be furnished to the youth of this State.

RESOLVED, That in the death of Mr. A. A. Gamwell, a vice president of this Institute, and one of its earliest members, and for nearly twenty-five years a teacher in the city of Providence, this Institute and the cause of education have sustained a heavy loss; and we desire hereby to express our appreciation of his worth as a true man, and a faithful and devoted teacher.

RESOLVED, That the thanks of this Institute are hereby tendered to our retiring President, A. J. Manchester, who, for the last two years, has so gracefully presided over our meetings, and given so much time and labor to the general interests of the Rhode Island Institute of Instruction.

Mr. A. J. Manchester, who has filled the office of President for the past two years, after a few parting remarks, welcomed the President elect, Mr. Merrick Lyon, to the chair. After awarding a vote of thanks to Mr. Manchester for his faithful services, the Institute adjourned.

EDUCATIONAL INTELLIGENCE.

EDITED BY G. E. WHITTEMORE.

PROVIDENCE. BROWN UNIVERSITY.—The corporation of Brown University held a meeting January 24th, at Rhode Island Hall, with thirty-four members present. The special object of the meeting was the election of a President to succeed Dr. Caswell, whose resignation takes effect at the close of the present academic year, the first Wednesday in next September; and also of a Professor of Intellectual and Moral Philosophy in place of Professor George I. Chace, who has held this post for the four years past, and who offered his resignation at the last Commencement. The Rev. Ezekiel Gilman Robinson, and now President and Professor of Christian Theology in the Rochester Theological Seminary, was elected to fill both offices, his service to begin with the next collegiate year. The following vote was passed.

Whereas, the Rev. Dr. Robinson has this day been elected President of Brown University, and Professor of Intellectual and Moral Philosophy, it is the unanimous desire and hope of the members of the corporation that he will accept the office; and should he do so, they hereby express to him the assurance of their united and cordial support in his administration of the affairs of the University.

Dr. Robinson is a native of Massachusetts, having been born in Attleborough, in the year 1815. He is now, therefore, in the full meridian of his strength and manhood. He was educated at the University over which he is called to preside, having graduated in the year 1838. Among his classmates, as they appear on the triennial catalogue, are the names of Rev. Dr. A. N. Arnold, Professor at the University of Chicago; Rev. Dr. C. M. Bowers, pastor of a Baptist church in Massachusetts; Hon. Judge Bradley, Hon. Thomas A. Jenckes, Rev. Dr. Stockbridge, and Henry C. Whitaker, Esq., of this city; Rev. Dr. Alexander Burgess, Rev. Dr. M. T. Sumner, Rev. Dr. J. P. Tustin, John W. P. Jenks, Esq., now in charge of the College Museum, and Hon. Judge Morton, of Massachusetts. Dr. Robinson has devoted all his energies to teaching, having been connected with the Rochester Theological Seminary from its beginning. He thus brings to his new sphere of labor a large and varied experience and a widely established reputation as a scholar, divine and educator. He is familiar not only with ancient lore, but with the languages and literature of the present day, having travelled in Europe and availed himself of the best sources of modern culture. In 1865 he revised and corrected Ryland's translation of Neander's *Planting and Training of the Christian Church*. He has published various addresses, and from 1859 to 1864 he edited the *Christian Review*. His education, tastes and past pursuits thus admirably qualify him for the important position to which he is invited. We trust that he will accept it, and that under his auspices the University may enter upon a new and more extended field of usefulness.

The President, Dr. Caswell, and the Rev. Dr. Hovey, were appointed a committee to inform Dr. Robinson of his election,

A unanimous vote was passed, expressing thanks to Professor Chase for his services, and desiring him to continue them to the end of the present year. Another vote was passed, expressing the wish of the corporation that Professor Chase may continue his connection with the college, giving such instruction as may be agreed

upon by himself and the corporation. Dr. Hovey, Judge Bradley and Dr. Thayer were deputed to wait upon Professor Chase, and communicate these votes.

A communication was presented from Colonel Stephen T. Olney, making a munificent offer of his herbarium and books on botany, on condition that a suitable building should be provided for their reception. It was referred to a committee composed of the President, Prof. Gammell, Z. Allen and Marshall Woods, Esqrs., and Rev. Dr. Stockbridge.—*Prov. Journal*.

PROVIDENCE SCHOOL COMMITTEE.—At the last regular meeting, Hon. James Y. Smith was elected a member of the committee for the Second Ward, to supply the vacancy occasioned by the resignation of Prof. S. S. Greene, who has been a member of the School Committee for nearly twenty years.

He was also elected to fill the vacancy upon the committee on qualifications, of which Professor Greene was a member.

Mr. Lyon, in behalf of the committee on qualifications, recommended the appointment of a male teacher as Principal of the Eddy Street Grammar School, the appointment to take effect at the beginning of the next term; also, that the President be requested to apply to the City Council for an appropriation of the salary of said teacher, for the remainder of the school year, at the rate of \$1,500 per annum. The recommendations were adopted.

We hope in our next issue to give an account of the Evening Schools of Providence.

OUR BOOK TABLE.

THE PARSE'S MANUAL, Embracing classified examples in nearly every variety of English Construction; Designed for Schools and for the use of Private Students. By John Williams, A. M. Wilson, Hinkle & Co., Cincinnati and New York.

The vexed question of grammar or language, about which there is now so much discussion, will doubtless remain in an unsettled state for some time yet, but we apprehend that much of the ignorance now displayed by many who profess to have mastered grammar, could be remedied by the diligent study of this little manual. From what examination we have been able to give to the book, we have been much pleased with the scope of its exercises, the taste displayed in its examples, the thoroughness of its treatment, and its practical value to every puzzled student of the incongruities of English speech.

PROBATIO LATINA: A Series of Questions to test the Progress of Learners in the Latin Language. By Charles D. Morris, A. M. New York. F. J. Huntington & Co., No. 103 Duane street.

This work comprises a series of upwards of six hundred questions on the grammar of the Latin language, commencing with the simplest questions on the "accidence," and ending with difficult ones on the construction and translation of Latin sentences. It is not adapted to the course of any particular grammar, but covers ground common to them all, hence can be used in any school where Latin is taught. Any teacher who desires to give his pupils a thorough knowledge of Latin grammar will find the *Probatio Latina* a very important aid in suggesting questions for examination. They will reveal short-comings and stimulate the scholar to greater exactness. S. E. D.

SECOND BOOK ON ANALYTIC ANATOMY, PHYSIOLOGY AND HYGIENE. Human and Comparative. By Calvin Cutter, A. M., M. D. Philadelphia. J. B. Lippincott & Co.

This book is profusely illustrated, and is thoroughly well made in every respect. The wide and diversified experience of Dr. Cutter, both as an Army Surgeon and an eminently successful practitioner, has enabled him to place before the public this valuable book, which we doubt not will be well received as a text-book in our schools, and be much prized as a *vade mecum* by medical students. We are glad to notice that he keeps alive to this important subject, and improves his books as the science advances. P. E. B.

Woolworth, Ainsworth & Co., of New York, have published the TWENTIETH EDITION of *WILSON'S TREATISE ON PUNCTUATION*, designed, as the title page declares, "for letter-writers, authors, printers, and correctors of the press, and for the use of schools and academies. With an appendix containing rules on the use of capitals, a list of abbreviations, hints on the preparation of copy and of proof-reading, specimens of proof-sheet, &c." The first edition of this valuable work was published in 1826, and was designed solely for printers. In 1850 the second edition appeared, and so great has been the demand for it, on account of its unquestioned authority in matters relating to punctuation, that in twenty-one years the book has run through nineteen editions, and remains the standard authority upon this important subject. No better words than these can be spoken in favor of the value of such a book to every one who proposes to write his thoughts in the English tongue, and to every teacher of English composition. We are often asked, "What book do you recommend on punctuation?" Our answer now is, "Wilson's," published by the enterprising firm in New York, whose name heads this notice. Had we studied it in our student days, our pages would show a better *character* in the use of punctuating *characters*.

As for *CROSBY'S GREEK GRAMMAR*, we never expected to see it dressed so finely as it appears in the edition now in our hands, from the same publishing house as Wilson's Treatise. Crosby is an old and tried friend. We never expected to shed tears, except of sorrow over a Greek Grammar, but what the emotion is that rises when we turn the pages of this new, yet old book, we don't know, unless it be the tender affection for a good old friend, long unseen, but not forgotten. The little back-room, our student home, in the old red house in an academy town among the Vermont hills, is again in our vision, the boys and girls of the early day, and the evening and early morning struggles over Alpha, Beta, the declensions, the conjugation of words we cannot now write, those pages of splendid, concise, beautiful rules, and their elaborate and scholarly illustrations, the class-room, where we won Grecian laurels and the claim to the Greek oration at graduation, the teachers, whose wisdom seemed to us inexhaustible—all these and more come to us as gracious memories as we open and review Crosby's Grammar, the guide to our feet on their way to Dartmouth. Surely the way of Greek pupils is easy when following so experienced a guide as Prof. Crosby. Our school-boy love has become the mature conviction of better years, and our children shall study Crosby until we live to see a better book.

THE YOUNG HOUSEKEEPER'S FRIEND. By Mrs. Cornelius. Published by Thompson, Bigelow & Brown, Boston. [From Gladding & Bro.]

This volume is an aid to young housewives, and as the school-room does not stand beside the kitchen, we are quite sure that our lady friends will excuse us if we recommend this work as a valuable directory to them in the possibilities, which may cumber their sleeping and waking dreams. Good bread, meats, cakes, pies, and preserves, not only keep the wolf from the door, but ugliness from the tables, and the school-marms who would make happy homes must study the arts preservative and conservative of health, as practiced in the kitchen and dining room. Mrs. Cornelius' Cook Book and Young Housekeeper's Friend has been before the public more than twenty-five years, during which time it has steadily grown in favor, and the publishers feel warranted in asserting that no book on the subject has attained so wide and deserved popularity. Thousands of American families will gratefully acknowledge their indebtedness for happy and well-regulated homes to Mrs. Cornelius' counsels and suggestions, and to her always reliable directions for preparing a healthful table. Her book is eminently a household guide, and is accepted authority on the subject of which it treats.

Gladding & Bro. have placed on our table *THE CRAYON READER*, comprising various selections from the various writings of Washington Irving, for the use of schools and classes. Published by G. P. Putnam & Sons, New York. A book with such a title needs no other introduction, for the author has never written a word which would not benefit every child in the land. The selections are from the author's best productions, and will be welcomed by all true teachers as the best models of chaste and classic English. Will not some teacher or teachers, or school officers, who read this notice, try for once the experiment of using this book with a class of intelligent pupils? Sure we are that a few draughts from "this well of English undefiled" would awaken a thirst for larger supplies from the same pure sources. When will reading be taught as a means and not as an end? May we not better ask, when will it be taught at all in its best sense, until the pupil shall be led by natural sequence from the scraps of school-room literature to the undusted volumes of Irving, Prescott, Bancroft, and Motley?

Our thanks are due Gladding & Bro., and through them to the enterprising publishers, Lee & Shepard, for—

AMONG THE BRIGANDS, by Prof. James De Mille. Illustrated edition, *THE DOCTOR'S DAUGHTER*, by Sophie May.

SINGULAR CREATURES, and How They Were Found, being stories and studies from the Domestic Zoology of a Scotch Parish, by Mrs. George Cupples.

THE NATIONAL ENCYCLOPEDIA, edited by Dr. Collange, is a most valuable addition to our current and standard literature. It combines in one, the excellent qualities of a geographical, biographical, and pronouncing dictionary and gazetteer, and will be useful alike to the scholar, the family, and the school. It is a lamentable fact, that our school libraries have so few books of this description, and that our teachers and pupils cannot have access to the vast stores of information which such a volume as this contains.

Our pupils will never become students in the true sense until they are able to read and study more than one book, especially when that one contains only abstract rules and principles of science. Let the thought and mental vision of the pupil be enlarged to enjoy the wider and more practical fields of reading and study, and education will become more attractive and profitable. We recommend this book to the teachers and friends of education in our State. H. S. Inman is the General Agent for Rhode Island.

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Our Exchanges.

THE JANUARY OVERLAND, a Holiday number, reached us just too late for notice in our last. Though last of the constellation of monthlies, it is not least in brightness and attractiveness. Ever presenting a rare table of contents, this number fairly surpasses its reputation. Opening with number two of "Tropical California," the western slope is well looked after in a second article, on "Wine Making in California," "Cook's Inlet, Alaska," "About the Mouth of the Columbia," and "The State Geological Survey." It is in the realm of fiction, however, that the number is unusually attractive, there being no less than six stories of a wide variety of plot and incident. Besides these, there is excellent entertainment to be found in the department of "Current Literature."

We have received WOOD'S HOUSEHOLD MAGAZINE for February, together with some specimens of their premiums, which evince a most laudable desire and purpose, on the part of the publisher, to more than fulfil his promises, to his patrons. A fine chromo of Niagara now adorns our home, which by its truthfulness of detail and general effect of arrangement and execution, affords delight to all, both those who seen have the original in its grandeur, and like to refresh their imagination, and those who never having seen for themselves, have only heard of its glories. We notice by the last number of the magazine, that Gail Hamilton has been secured as editor, and will assume charge with the March number.

THE CHRISTIAN UNION has had the experience of a trial that most of us are not obliged to endure, viz., such an influx of new subscribers that clerks couldn't copy their names fast enough, nor presses print fast enough to keep up with the rush. This is one of those cases, however, where pity would be wasted, so instead, we will congratulate our friends, on their well deserved success, and wish for them such a continuation of present affliction as shall enable them not only to give a pair of chromos to every subscriber, but to place their excellent journal in every household in the land.

VICK'S FLORAL GUIDE FOR 1872.—Vick's Illustrated Catalogue and Floral Guide, surpasses all others in beauty of design, and in variety and fullness of material.—The first edition of two hundred thousand copies just published. It is elegantly printed on fine tinted paper, in two colors, and illustrated with over three hundred engravings of Flowers and Vegetables, and two colored plates. The most beautiful and instructive Catalogue and Floral Guide in the world—112 pages, giving thorough directions for the culture of flowers and vegetables, ornamenting grounds, making walks, &c.

THE SUNDAY SCHOOL TIMES under its new management, has really waked to a new life, and now presents such attractions to every live Sabbath School teacher, as must render it a vital necessity. By its expositions of both the Westminster and National Series of Scripture Lessons, the Times is adapted for nearly every section of the country, and nowhere will you find more fresh and telling points. We commend its examination to all. Send to 608 Arch street, Philadelphia.

Tillinghast & Mason have on their counter a compend of the NINTH CENSUS OF THE UNITED STATES, show the population of every town, county, State and Territory of the Union, in 1870. The price is fifty cents. Published by J. B. Rand, Concord, N. H. Fact and fancy combine to make a valuable volume, for all who ove such things.

THE TRIBUNE ALMANAC is the political guide book for every State in the Union. To state all that it contains would be worth more than its price—twenty-five cents. Buy and try.

The Rhode Island Schoolmaster.

MARCH, 1872.

VOLUME XVIII.

T. W. BICKNELL, Editor.

NUMBER III.

THE WORK OF THE PRIMARY TEACHER.

"A boy is better unborn than untaught," wrote an English poet a great while ago.

"The young hound is trained for the chase from the time that he barks at the deerskin in the hall," wrote the Roman Horace some time before.

That education is necessary, and begins very early in the mind of the child is still the theory of the world, as all the books, and essays, and orations upon this theme will testify, as well as all the beautiful things, and common place things, of which the world is full, concerning a mother's power.

The mother, it is said, has a great influence over the character of mankind, because she guides its infancy and makes her mark upon its youngest years. And I find a little fault with this well talking world because it does not give its earliest professional teachers a consideration commensurate with hers; a high rank, the highest, perhaps, in our schools; and because it does not make it a desirable thing to be by profession a primary school teacher.

Education has been compared to the grafting of a tree; "the younger the wilding stock," says Bishop Whately, "the easier and the more effectual is the operation, because then, one scion will become the main stem of the tree, and all the branches it puts forth will be of the right sort. When, on the other hand, a tree is to be grafted at a considerable age, you have to put twenty or thirty grafts

on the several branches, and afterwards you will have to be watching for the wilding shoots, which the stock will be putting forth, and pruning them off."

The primary teacher begins his work low down, puts on his scions just above the root, and is more responsible than we know for the main stem of the tree. He takes the child before it is out from the fostering care of the parent; he is the one chosen to carry out their designs in its education—oftener rather to lay out the work and begin it after a fashion of his own. The parents examine, or ought to examine, his plans, his ways, and his methods, if he has any, and he ought to have them, and they trust him to build up the mind of the child as they would a professional architect to make a fine house for them; a little more perhaps, as ideas of education are apt to be vaguer than ideas of houses.

It is because the teacher's work is professional, while that of the parent is, as it were, accidental, that he becomes such a power in the education of youth; and it is for this reason only that we are justified in giving up to him almost entirely the care of the mental growth of our children. And I find fault with the world, because in the same breath with the maxims "Just as the twig is bent the tree is inclined," "The child is the father of the man," it says to its professed educators;—to those who represent the highest culture, who are intelligent and skillful, and know how to teach, who know something of human nature, and of the human intellect, something of the laws of mental growth, "My grown up boys and girls need you;"—to those who have little or no culture, who have received small training in the schools, who want the means for an education, for business of another sort, for fine clothes, for a livelihood, "Here are my young children, eager and impressible—take them and make your mark upon them; form their habits, give bias to their minds, lead them in any direction you please, and I will give you a pittance of money."

So the ignoramus, the bungler, the young girl or boy whose mind is yet unformed, "goes into the priest's office for a morsel of bread;" and when a score of them have crossed, and marred, and stained the mind of the growing youth almost indelibly, and the years of his pliancy are almost, perhaps altogether past, he is ready for the skillful teacher.

Well, he needs him then. The high school teacher, the college professor, the clergyman, need to bring all their powers of education, genius and religion into the field, sharpened by severe training in the schools, by intelligent contact with the world, and honest conference with Heaven. Even then they make but sorry work, and the world has to meet the expense of almshouses, courts of law, prisons, to keep it safe from errors and errorists that should have been met and overcome in the primary schools.

Is this visionary? I think not. Consider how large a proportion of the children are in the primary schools. There are comparatively few in the high school, only a select number in the college. A minority of the people of the world attend church, and a discouragingly small minority, according to religious reports, are saved by preaching. Consider how much more can be done for a child than for a grown up man or woman, how much more than for a youth even. Remember that the primary school is the only place where a large proportion of our population, and that part of it which is most in want of right influences, can be reached at all. Remember that in the primary school they can be reached professionally; i. e. by organized methods, and *directly*, without any of the obstacles that caste or sect would throw in the way of charitable or religious bodies, working as such, and then look at the schools and see if you find this great power moving as it ought to move. Is there no danger in leaving this vast and splendid machinery to be controlled by, well meaning, perhaps, but ignorant girls and boys?—good-for-nothing men and women, often, that no other profession will accept. These with their hands upon the foundations of life!

This world is fearfully full of sin and misery. How much of it is to be charged upon the blundering way of teaching our very young children, how much of it might be prevented by *their* skillful training, are questions which happily begin to interest mankind.

In making these somewhat disparaging remarks concerning the qualifications of our present primary teachers, I have not lost sight of the fact that there are many primary schools of the right sort; that there are some teachers in these schools, who, wanting the wisdom of years, and the proper educational drill, are, by dint of faithful present study, combined with extraordinary genius, doing good

work ; but they and others will bear with me while I persistently call attention to the fact, of which they must be already aware, viz., that the *best* available talent has not been put in schools of the lower grade, so called.

Both school committees and applicants for teachers' positions have acted upon the supposition that *not much education* is necessary for a teacher of young children ; one party trying to see for how little money the place can be filled ; the other party offering a preparation quite as small to correspond with the price.

The State of —, a few years ago, made a law requiring all of her district school teachers to pass a written examination before the State Board of Education, and receive a certificate of approval from them, before they could be employed in the schools of the State. The examination was not made severe ; questions were asked only upon the subjects taught in every primary school. A great many applied, but few passed. Fault was found with the Secretary because he rejected so many worthy persons. To justify himself he published in a report some of the papers of the *old teachers*, those who had taught two, three, five, six and eight terms, some of them years ; and an amount of ignorance and downright stupidity was revealed that should make every teacher blush for his profession. That State is as proud of her common school system as any in New England, but the Honorable Secretary gave us to understand that many, if not most of those who managed to pass the examination were no credit to her, and ought rather to be in school as learners than as teachers. There was a great outcry made. People were ashamed to blame the Secretary after reading his report, but they asked with much alarm, "What shall we do for teachers? We can't get college graduates, graduates of Normal schools, teachers skilled in the art of teaching, for five, six, even ten dollars per week ;" and then followed the practical query, "What harm will these teachers do? We only want a little arithmetic, a little geography, a little reading, writing and spelling. Why not let those who know just this little, teach it?"

These questions probably arise in the mind of every school committee who knows the sentiment of the people he represents. Let me suggest in a practical way some of the most obvious reasons *why not*.

You have a growing family of little ones who are more to you than life itself. As their number increases your cares increase; as they grow older their wants are more numerous; eager, bright, active, how they tease you with their questions, their earnest entreaties for something to play with, something to do. They are so downright, they catch up ideas so quickly, and draw their conclusions so logically, are so serious, and so terribly practical, you are at your wits' end twenty—a hundred times a day; and you have so many other cares; it begins to be a serious matter what shall be done with them. After long and anxious consideration it is decided to send them to the primary school. The plan works nicely for a while; the children are amused and bring home wondrous tales of school life. How many times a day they quote their teacher! You see with surprise, perhaps with consternation, that a new power, stronger than you had counted upon, has come into their lives. The careful instruction you have given them for years is set aside with one word, "My teacher says so." (I have supposed this teacher to be not one of the few who are doing good work.)

After a while your little Annie comes home tired and dispirited, sometimes in tears; there is a red rim around her large, lustrous eyes, and a stoop coming gradually in her shoulders.

If mamma could lay aside the embroidery on that little over-skirt, and the over-skirt too for that matter, and step inside the school-room, what would she find? Foul air at the very first breath,—Annie sitting in a cramped position, where the light strikes her eyes at a bad angle;—perhaps she is standing at the teacher's desk,—she has stood there an hour for misbehavior; the child has developed a strange restlessness in school, and often has to stand up for punishment; she goes from there to her class and stands three-fourths of an hour longer.

Do not wonder in a few years from now how your daughter came by that weak back.

You suggest that the air is bad, and a window is opened. If Annie has an attack of diphtheria before the term is through, and is obliged to stay out of school, under the care of a physician, it may save her from chronic weak eyes, if not worse complaints.

Meantime you notice that her conversation is becoming filled with

grammatical errors, and interlarded with slang phrases. You wonder how she could learn so much in the little recess during which she is allowed to associate with everybody's children. Send for her teacher to tea some afternoon, and you will understand.

Worse than all, her morals are becoming undermined. You detect with a shudder a tendency to prevarication. Did you know there was a way of questioning a child so as to make him untruthful?—a system of espionage much in vogue in "well governed" schools, which puts a premium upon slyness?—and oh, such a careless way of doing things generally, over at the Primary School, and it all tells upon that flexible character. "My teacher does so." You found fifty scholars in that Primary room. Does that teacher realize that she lives in the awful presence of one hundred watching eyes? Does she know that one hundred ears are open to every word she utters? They try her, condemn or acquit her every hour, and then blindly imitate both the right and the wrong. Does she know it? What good if she did? She would only become more perplexed and frustrated than she is now. She does not know what to do with those half a hundred eager souls. You sent your child to her because she was a professed educator; you supposed she made it the business of her life to interest and instruct children; made use of all the best helps, and could do better for the little ones than you could.

You were mistaken. She knows nothing of child nature; she has had little training, none of the best helps; she is there only for the time to earn a little money. Do not blame her; she means to do her duty; to keep those little restless things in order, to hear their routine recitations twice a day, is her idea of duty; and it is as much as she can do. Her labor is not pleasant; she is working without a guide, or tools, or skill, in a strange field; she finds it a hard fate, but she bears it with a heroism worthy of better success.

In the High School the teacher will tell you that Annie must spend a great deal of time in unlearning what she has already learned. Her mental habits are bad; her knowledge of principles limited and always uncertain; she cannot recite independently; she always—"knows what she means, but cannot tell it"; she is usually "just going to say so," when the right answer is suggested.

"I have to do primary work constantly," said a celebrated High

School teacher, "and that upon grown up children. A great deal of my time must be given to things that should have been learned years ago. In Arithmetic, I have young men that do not understand the principles of subtraction, who will not believe that the multiplier is an abstract number, or that one quantity cannot be contained in another quantity of a different kind. In Geography, matters are still worse. The lessons the pupils have been reciting so glibly, have no meaning to them. I have scholars in history who can recite page after page verbatim, and not be able to tell anything about the incidents therein related; others who are in the habit of reciting 'in their own language,' and making a story so far from the original one that with book in hand I can hardly recognize where it was learned. And these habits seem to be so firmly fixed that it is impossible to uproot them."

"Certainly," says Bacon, "custom is most perfect when it beginneth in young years, and this we call education, which is in effect but an early custom."

Some of the "early customs" then, begun in our ordinary Primary Schools are,—a want of exactness, a habit of saying things that one does not mean, and not being able to say the things which he does mean, that leads to a terrible disregard of truth; a carelessness, a using of words without thought, processes without principles, that leads to superficiality, sham; often downright dishonesty.

A bright pupil comparing his knowledge with that of so many unlearned authorities (for these teachers change often), gives himself credit for knowing more than he does know, and conceit is not one of the least unpleasant of his acquirements.

These and other immoralities, besides sad injuries to the physical system are the certain effects of ignorant, though it may be *well meant* instruction in the Primary Schools. And when these are not to any extent corrected by attendance upon the higher schools, by home influences, and the influences of good society, as they are not in perhaps a majority of cases, can you not see how you may have a dangerous, instead of a reformatory power in our cheap Primary Schools?

And then think what might be learned there: a clear knowledge of first principles; accuracy of thought and statement; a regard for

truth ; a habit of observation ; a reverence for obedience and good order ; a veneration for God and his laws ; a regard for one's own body, and a practical knowledge of physiology that shall prevent some of the misery of sickness throughout one's whole life. This system of object teaching is a wonderful power in the hands of a skillful instructor. When a child has been three years in a Primary School of the right sort, he is *tolerably* educated ; started in a right path if not educated, and better fitted for the duties of life than if he had spent three years in a very poor school, and then three years more in a good one.

In using the term "world" throughout this paper, I have not meant, of course, this whole round earth, but only the part of it in which we are most interested.

In Germany, that wise country, it is well known that they put men of the best talent and culture—*University men*, in charge of their Primary Schools. I think the time is coming when we in America shall do better by our Primary Schools than they in Germany are doing by theirs. We shall put *University women*—women of the best talent and culture in charge of our young children.

I believe the girls' good time is coming now ; not because they are going to vote, but because they are going to have an opportunity to make the most of themselves ; not that they are going to receive good wages for *poor* work, but because they are going to be able to fit themselves for the *best* work in any department they shall choose.

I believe it is not now necessary for all women who must earn their living to decide between the occupations of sewing and school keeping. So ere long we hope to see every one, who does not like children, nor the business of teaching them, out of the teachers' ranks.

To those who feel themselves "called" to this work, I would say : Do not be satisfied with the High and the Normal School. The Normal School teaches the ways and the methods—the technicalities of the school-room ; it is to teaching, what Law, Medical and Theological Schools are to the professions of Law, Medicine and Theology. You want to be educated before you go there at all. If you want to make the most of your profession, the most of yourselves, and the most of life, go from the High School to the college ; stay there four years,

losing not a minute of time. Add to this the Normal training and then, with so much help from the schools and your own mother wit, you can name your own price in the market, make your own rank in the schools, and exact from society the consideration of your merit.

"Room higher up" is written on the door of the profession of Primary School teaching as surely as upon any other. Do not say that such preparation is expensive. You are expensive, too, or *ought* to be. You cannot afford to spend your life getting a living, and that living a mere subsistence. Good work quadruply pays: first by making the individual himself more worthy; second by commanding the respect of society; again, by making some little corner of the world better than it was before; lastly, perhaps not "*leastly*," it pays in *money*.

But when everybody does good work and demands good pay? asks the tax-payer with his hand upon his purse, his eyes straining after the police and prisons that so expensively keep guard over his precious money.

Ah, then, my friend, you will be richer than ever, for the waste of wickedness will be done away, and the millennium will be here.

THE TWO BOYS: A STUDY.

BY GEO. S. BURLEIGH.

To buy a house by a specimen brick is supposed to be injudicious; but to study minerals you do not bring home a boulder; a twig is better than a sawmill-log to illustrate the tissues of wood, and a pinch of sand from the desert will give you as complete an insight of the constitution of its barren acres as if you had the freehold of Sahara. So in the study of national characteristics and the various methods of pursuing great industries, you get at the root of their differences just as clearly in a couple of bluff, sturdy boys at school, as in a congregation of the elders "in General Assembly convened." The rival jack-knives of Roly Poly and Freckled Cute are as significant of character as their owners' "bumps," and betray their mental

methods as surely as if they were vital sprouts from the fingers that work with them.

Here is a shy lad that "kind o' guesses and cyphers" to some precise practical end, and doesn't see the old ruts in all his journey, but he comes out ahead of that bullet-skulled trudge-boots son of Routine, who goes nutting in smooth paths, and hunts grapes where the briers have been well trampled. Watch them at their sports, see their kite-flying, their boat-building, and the little devices by which they come over, get round, or doggedly butt against obstacles, and you will know what premiums they will take at the Mechanics' Institute twenty years hence. You will discover, too, what Gall and Spurzheim did not mention, how strikingly the physical contour and make of the boys have their exponents in their several contrivances and products of art. Of course you have noticed how men build hay-stacks according to their own build, your straight, tall man his graceful high stack, your slouch his formless slump, crooked and shored up with rails, while your stout stub of a man builds a squat, fore-shortened cone, and doesn't know that it is not just like his neighbor's. Well, all work of men or boys betrays the same tendency, in one way or other, if we could take an internal view of it; and the rule is not exclusively human in its application either. Woodchuck and weasle are not more unlike in their conformation than in their habits. You would never expect Gelert, the greyhound, to take his paces from Surly, the bull-dog, and were both endowed with the beaver instinct, and set about building their own kennels, we are as certain that the one would be as graceful and Ionic as the other would be gloomy, solid and Egyptian,—architecture, like the other integuments, being a secretion of the vital ducts and glands of the genus builder.

Every characteristic shade strikes clear through us; and the trick of the step, the wink of the eye, and turn of phrase are, just constitutional idiosyncrasies, not transferable. Muscular and osseous conformation harmonize in the healthy subject, and both betray into what moulds the mind is run. Bullet-heads were not cast for receptacles to genius; and where there is a general angularity of outline you may look for inward acuteness, and not call for grace. Sharp wits have sharp elbows, and where the bones are pointed the

tongue is. Plump, round, oleaginous forms glide best in old grooves, while the acute-angular contour gives fairer promise of cutting new channels, and tunnelling the Hill of Difficulty. I am aware that the *pholas*, with only his soft molluscous pulp for a drill, will perforate the hardest rock, but he is slow, a primitive Hoosack tunneller, who gets on but an inch in a year; meanwhile the *teredo* with his keen mandibles will swamp all Holland if the assiduous Dutchmen did not work diligently to plug up the holes after him.

When nature got tired of Chancery, Routine, Red Tape & Co., with their slow, rotund, beef-and-beer movements, she whittled out the Yankee from a shingle, and put steam and lightning into his head to drive him like a wedge through things that wanted airing internally. It is his boy I was talking about, who "kind o' guesses and reckons," and he goes to school to Miss Freeborn on the hither side of the Great Pond. Old Routine's boy, John, lives on the other side, and goes to school to Mrs. Grundy. He eats what is set before him by the mistress, asking no questions not in the book; but Jonathan, freckled, long-ankled, eager little scamp, snatches the berries from the tree of knowledge, green or ripe, just as he can come at them, and gets a twinge of indigestion for his hurry. There was a time when they threw stones across the pond at each other, but they have since taken to the more agreeable and cousinly amusement of playing boats; and really, to see how differently they have whittled at the same bit of cedar is very instructive to a philosophical mind, and is a strong confirmation of our hypothesis that original arts and native methods of industry are secretions, perhaps of the pineal gland, not improbably of the lymphatics in some cases of heavy art. Certain it is a comparative anatomist, like Cuvier, could have reproduced the very image of the boys from the things they whittled, the correlation was so absolute. John, short of hulk, broad in the beam, with globose figure-head, pushed sturdily, not to say *stubbily*, along, and where he planted his foot it was slow to come up. Jonathan, long, lank, and yaking, edged through where a weazle could, and brought his discursive legs into any given line of march with astonishing facility.

Their work was the pangenetic off-shoot of themselves. John had an adipose theory that a ship should be broadest in the bows, so that

the seas she rolled off should tumble aft and drive her forward by their reaction. Jonathan said, "I guess not, neow! ef I was goin't put this 'ere pin through my rubber ball, d'ye think I'd stick it in head first, and let the 'lastic drive it through! haw, haw, haw!" So John launched his tub, and Jonathan cyphered and whittled to get the exact curve that would present the least resistance. He took the hint from his father's patent plow, which he had held enough to know that a big furrow would not propel it, not even butt end foremost! But John was sure, and dogged. He bullied the waves and brow-beat the winds, and snubbed gravitation, and was hardly civil to the law of fluid resistance. He set his great sails bolt upright, low and far back, like the flaps of his coat, and when the winds came they tumbled over them and drove the blunt bows into the sea. It was more like rooting than sailing. It was an attempt to dogmatize—bull-dog-matize I might say,—where gentle insinuations were the only allowed departure from acquiescence.

Jonathan shaved his cutwater to an edge, from which light curves swept gracefully; set his masts well forward, and leaning back, to make a trap for the winds that, rushing under the sail to make their escape, lifted the bows lightly over the seas.

John was considerably astonished at the result, rubbed his round head, and secretly wondered if it were possible that old Routine could have been wrong, and that a rather stout old gentleman's corporeal hulk was not the best model for a clipper. Didn't mother B. rule the waves? Wasn't his boat the biggest? And there was the sea refusing to be bullied; the winds resented brow-beating, and the laws of resistance and gravitation, with all deference to his ponderosity, would not relax an ounce for his stubborn contempt.

When chagrin had thinned him down till his wits grew sharper in their collapsed cells, John took *his* slate and began to cypher, and with pencil and dividers, Sector and Gunter's scale, attacked the problem from the line of Jonathan's new departure, and his next bit of cedar came out more ship-shape. But Jonathan guessed again, and caught another hint from watching the motion of the waves, and his next boat beat John's improved worse than the first was beaten.

A new element is brought into the rivalry, it is wit against wit, brain to brain, instead of hand to hand. Poor old Routine is left to

nurse his gout, and Dame Grundy hardly knows what to do with the boy who used to be so "correct," while Miss Freeborn gives her "smart boy" a red-lettered ticket every night, and caresses his speckled cheek with a pat that *he* translates—"Go in!" Henceforth the contest will be by sheer science, and attention to minutia, and the boy will win who can carry out the cleanest line of decimals.



DULL PUPILS.

An elderly professor once asked a young but successful teacher, why he changed so often from place to place, resigning one excellent position only to accept another. "You are eminently successful," he said, "and gain the respect and affection of your scholars. Why then do you, apparently without reason, leave one pleasant situation for another in no respect more desirable?" "Because," said the young man, "I am searching for a school in which there are no dull scholars." "And your search, like that for the far-famed Philosopher's Stone, will be fruitless," said the Professor. "During my early years as a teacher I confess to have hoped some day to meet with such a school; but after a long and extensive experience, I can assure you that such a thing is impossible. Years ago," continued the Professor, "my dull scholars worried and perplexed me. I was troubled because of them; filled with anxiety for them; and often ashamed of their stupidity. But *now*—now that some of them rise up and call me blessed,—my dull pupils are become my glory!"

Ah, the long, long list of dull pupils! How often does the teacher, worn and discouraged, dream of that Utopia in which there are none such! And yet in every school-room all over our land still are they to be found. Every grade of society, whether refined or unrefined, rich or poor, high or low, furnishes its quota of dull brains, and imploringly asks the educators of America to make something of them. The experienced eye of the teacher easily singles them out, and then comes the perplexing question, "How shall I do it?" Is it indeed possible to make from these dull pupils anything that shall

compensate ever so little for the infinitely patient and faithful pain-takings of a conscientious teacher? Can they indeed, become our glory?

As a class, they have great reasons for complaint. In many instances, they, who most of all have needed the greatest care and attention, have been neglected and often set aside altogether, while in their stead their more fortunate schoolmates of quicker perceptions, better memories and greater talents, have, because of their disadvantages, enjoyed the greater advantages. There is little satisfaction and far less credit for the teacher who has devoted time and attention to them. This same time and attention, when bestowed upon more brilliant intellects, produces results gratifying alike to teacher and scholar. And so, many teachers, weary of a seemingly useless expenditure of time and effort, leave the dull ones to their fate whatever it may chance to be, and quiet a conscience which would fain be heard, by asserting that it was of no avail to do otherwise. Hopeless cases, however, are rare, and the teacher who attempts this as an excuse, cannot fail sooner or later to see the error of such a course. Those who have attained to the greatest success with such scholars, are they who, after years of patient study and continued diligence, have finally discovered the "Open Sesame" to secret chambers wherein are often stored treasures of the greatest worth. To be the fortunate possessor of this magical secret is to make the rough path smooth, the hard task easy, the dark way light, and to transform the "dumb, driven cattle" of life into heroes. And yet if we choose to attain to it, in the hands of every one of us, as educators of the young, lies this power. It alone remains for us to decide whether or no we will use it. When once we are satisfied that here is a great and glorious field of labor open to us, that here is a work for us to do, we have only to begin, and sooner or later a rich and abundant harvest will follow. The dull brains of American youth are not the most unpromising material with which to begin a lifework.

Varied as are the abilities and dispositions of different scholars of this stamp, still they may all be classed under one of the three following heads: First, the stupidly dull; second, the willfully dull; and third, the undeveloped dull scholar.

Of this first class, little can be said by way of encouragement.

When nature has been, beyond all denial, chary of her gifts, and unrealizing parents have great expectations, the teacher has a difficult and thankless task to perform. There must needs be hewers of wood and drawers of water, men and women of the one talent as well as of the ten, those who accept the humbler stations in life with all cheerfulness, "contented wi' little," and asking for naught, even "thanking the Lord for a life so sweet," while their eyes daily behold, without envy or discontent, the purple and fine linen of their more fortunate fellow men. These are the honest Jameses and Johns of life who do so much to keep the world in motion, and whose minds are never disturbed by theories and vain reasonings as to the why and wherefore, but who take things as they find them, and who are only too willing that others should do their thinking for them while they exercise a lively faith, and so live and die, and—yes, as well as the wise and great, are oftentimes sadly missed. For with all this rough, blundering stupidity, there is often a genuine unselfishness and tenderness of feeling that is too apt to be crowded out of the heart and life of many a successful man. And who shall say they have not a mission in life? The Great Teacher hath pronounced him of the one talent blessed in that he hath improved that one, and at the same time adds the fearful charge "Unto whom much is given, of *him* much is required." Scholars of this class can never be made to understand the intricacies of multiplication and long division, or the still greater mysteries of latitude and longitude. They *must* be out-distanced by their classmates, and must, in due time, fall into lower grades. Yet it is neither their own fault nor the teacher's, and by and by they weary of school tasks, and both they and the teacher are conscious of a great relief when one day, they, with their well-worn books, leave the school-room forever.

But the willfully dull scholar is a very different specimen. He cannot plead lack of ability, nor appeal ever so slightly to the sympathies of his teacher. He is stupid only because he is indolent. And as if this indolence were not a sufficient drawback upon the school, he usually cultivates with the greatest care and assiduity that, devoted to any other cause would be highly commendable, a downright mischievous, if not malicious spirit. In the development of this he is eminently successful, and nothing but the sheer hatefulness

of a vicious scholar has been the downfall of more than one disheartened teacher. The time and energy which should be bestowed upon his task is really given to idling, or experimenting over some new machination of his brain, with such a passion for tormenting those about him that one need never go back to the times of the Spanish inquisition, when here is a living instrument of torture always in working order. Thoroughly appreciating the honor of being the "dull one" of his class, he rather glories in it; and when every other expedient fails to irritate the self-possessed and self-reliant teacher, his periodical, but usually fruitless searches after truth. Satisfied that two times two are four, he persists in asserting it is five, and his only reply after a long and lucid explanation is invariably, "I don't understand," with such a very puzzled expression that nothing but great experience can convince the teacher that this is only a new expedient for worrying others. In this case time and effort are really expended in vain, and the less attention given to such scholars the better. A studied indifference on the part of the teacher does more to reconcile them than any amount of pains-taking. Foiled in their attempts to annoy and perplex others, they either abandon such tricks altogether and begin an entirely different course, or else unable to overcome their greatest drawback, a dread of real work, they leave the school-room only to become street loafers, or to ply their favorite vocation as teasers in a wider field of action. The world is seldom better for such men, and they really are deserving of more pity and less sympathy than the hopelessly stupid, who do whatsoever their hands find to do with all their might. Those few who succeed in conquering their natural indolence, and who determine to make the proper use of their time and abilities, often succeed so well as to excite surprise among their classmates, and to inspire with fresh hopes parents who had long since despaired of them. Still the lifelong enemy of such a man is the lingering desire to give up work for a while and idle. Indolence, the evil genius of so many otherwise great men, is continually whispering in his ear, "A little more folding of the hands to rest," and so the habits formed in childhood cling to the man for a lifetime.

THOUGHTS ON ELEMENTARY GEOGRAPHY.

One of the studies which in the public school requires several years for completion, is geography. Much has been said and written within the past few years upon the way it should be taught, while many new and "improved" methods, with accompanying books, have been placed before the people. Although some results of this agitation may now be looked for, all that may be expected from the amount of time spent on the study is not yet realized—at least according to some writers in educational journals, one of whom affirmed, not long ago, that the years spent on geography are wholly wasted, and that it ought to be banished from the intermediate and grammar schools.

So it yet remains to be settled, whether any methods of teaching that are at present before the public will assist in securing the best results or not. But in all the uncertainty, it is pleasant to be assured of one thing—that one way has been most thoroughly tested, and has been found a good one for no school nor individual, viz., memorizing "coarse print," "fine print," and "map-questions," and at the end of the book enduring an examination upon the position, "principal edifices," and "beautiful scenery" of every known town on the globe.

To solve the problem *how* the work shall be done, every teacher must often call to mind *what* must be done. Some of the results expected are, that the pupil will have ideas of the relation of the earth to the solar system; that he will be able to call up a picture of any part of the earth's surface, in regard to its position, its races of people, its physical character, the effect of that physical character on its development, and in regard to its relations to the other parts of the earth; that if placed in any quarter of the globe, he will know how to make his way to any other quarter; that in traveling, his previous knowledge will become more vivid; that his geographical knowledge will help him at every point in case he enters early upon business; or that it will lie ready for use in many branches which he may pursue in a liberal course of study.

And now the question comes, How is the pupil's knowledge to be made a part of himself, and available in his future life? To it a

reply may be given in part by saying that the teacher needs to be fully possessed with the idea that the pupils are to learn what they understand. A child who enters a geography class for the first time, at once finds himself required to learn numberless things whose meaning he does not know. How can one who has never been trained to observe and describe the shape and position of things about him, get from the description in his book a vivid picture of the form and arrangement of great masses of land and water? He needs a thorough preparation for the study, beginning with the first year he enters school, and relating to position, form and size.

The "Lessons in Place" begin with the arrangement of two or three objects upon a desk or table. Their positions are noticed by the class, who then remove the things and attempt to replace them. As soon as this can be done readily, description of the position of each object is attempted by the pupils; e. g., "The pencil is at the corner of the table;" "The book is in the centre of the table." When any position of an object upon the table can be described, the field of observation is extended. The class notice the places occupied by different things in the room, and try to describe them. Expressions like these may be heard: "The clock is in the front part of the room;" "Mary sits in the corner of the room." It is soon discovered by the children that with the words thus far used they cannot always tell another person *which* side or *which* corner they mean. So the teacher develops the idea of direction toward the right and toward the left, after which the children make use of the new term in their descriptions. These exercises may be continued until the pupils can say something of the position of any object which may be named.

The attention of the little primarians must also be directed to the forms of objects. They may learn to distinguish a flat surface from a round one, and give a name to each; they may learn the forms of the circle and the square. All about the school-room they may find square, sharp, and blunt corners, straight and curved lines, may call them so, and try to draw the forms on their slates or on the black-board. The sphere and hemisphere may be observed and named.

Their thoughts about the size of things must also be arranged. Few things interest them more than measuring an object, or

estimating its size and proving the truth of their judgment by use of the measure. Here they draw their first maps, beginning by measuring their school-room and deciding the scale upon which it shall be drawn. This map-drawing is extended to the school yard, and to the adjacent streets if possible.

Having observed the position, form, and size of many things within their reach, our young geographers apply their knowledge of these properties to the natural divisions of land and water which they see daily, or which they have seen at some other time. In this exercise they describe and define for themselves hills, mountains, valleys and plains; rivers, with the banks, source, mouth, channel and tributaries; lakes, bays and oceans. Nearly all those divisions which they need to know are here learned. The few that they have never seen may be described by the teacher.

The State in which they live may now claim their attention. The lines which form its boundaries are represented and their length described. Some of the class know whether the State has any sea-coast or not. If there is any, the bays and islands which they know are described and represented. Every child knows something of some part of the land surface of the State, and a general description is derived from their contributions. They know many of the rivers, whose sources and directions can be described and represented, and none of the class are ignorant of that climate of which they have daily experience.

There are a number of our imaginary class who have grand-parents living in different parts of the State, and whom they often visit. By making judicious selections from the lively descriptions, the teacher gets a sketch of the soil and productions that rivals any in ——'s famous geography.

To find out what the people of the State are doing—whether farming, manufacturing, trading or fishing—and why they happen to be engaged in one or all of these occupations, is the next work for the pupils. From these facts they discover what articles are sold to other States, and what must be bought. They are then led to look for cities and large towns where the manufacturing and trading are carried on, and names of the most important are learned.

A similar study of one or more States adjoining their own may be

made, after which the class may properly be said to begin geography. They now study larger divisions of the earth's surface, using a book with its maps as a help. They are taught incidentally whatever of mathematical geography is necessary for understanding the position or relations of the country they study. With the maps before them they can describe what they see, in regard to the shape of the country, its coast-line and indentations. In the same way, the mountain chains and systems, table-lands, plains, rivers and river systems may be described. From the position of the country the class infer much in regard to the climate, while by means of a few hints from the teacher, the other facts upon the subject are found out. Many other things concerning industries and productions may be learned, the text supplying what facts cannot be discovered otherwise. The results of the observation and reasoning of the class are committed to memory for recitation.

One-half the matter in any of the text-books on geography now in the schools is worse than useless, and should not be in the hands of the pupil at all. In one standard work this paragraph appears: "North America is penetrated by many large gulfs and bays. In this respect it differs from South America, which has an unbroken coast-line." In another, we read, "The Rocky Mountains are the great water-shed of the continent—all the waters east of them going to the Arctic and Atlantic, while all west go to the Pacific ocean." The pupil should learn these facts from his map, and describe in his own words.

All that has been mentioned can be done with the maps in any of our text-books: while, if maps could be prepared for our schools, showing by difference in color many facts that are now indicated by words, and many relations that are not now indicated at all—maps similar to those recently published in some of the European states—the chances for the appropriate action of perception, understanding, memory, and the pupil's own powers of expression, might be still greater.

A rough outline has now been given of one plan for teaching elementary geography. Without a definite plan, such teaching should not be attempted. To the work here indicated many things should be added, and in it many changes might be made. The principle

kept in mind throughout, was given at first—the pupils must learn what they understand. This may be considered a useless statement. But children are often thought to understand what they read and see, when they do not, besides, useless or not, many people do not believe it. They tell us that a child must learn many things which he cannot understand, but whose meaning will become clear in future study. To such doctrine, present theory and practice in education are directly opposed. That the work can be truly done only by "the seeing eye," by "the informing fingers," and by the use of all the mental powers, is the word sent down to us by those who have charge of the higher education in this country to-day. Upon their success the true elevation of the whole people rests in a great degree, and that success depends much upon the army of teachers in the public schools. Therefore, every teacher in this country, from primary grades onward, is bound not to treat their words with indifference, but to be up and doing, taking the message as a personal command.

S. C. B.



ADDRESS OF REV. DANIEL LEACH,

AT THE ANNUAL MEETING OF THE RHODE ISLAND INSTITUTE OF INSTRUCTION.

Mr. President and Teachers :—

We are happy to welcome so large a number of teachers to our annual gathering.

You have left the scenes of your active labors to commune together on the great work in which you are engaged. This is eminently wise.

Teachers ever need sympathy and encouragement. Their exhausting labors and severe trials are known only to those who have experienced them. Without the inspiring influence of mutual conference, they unconsciously fall into a monotonous routine and become fossilized in their habits, and in their modes of thought and teaching.

It is to be regretted that there are so many nominal teachers, who are not worthy of the name, who are bringing disgrace on their co-laborers. Such enter upon their professions with low and mercenary

views, by constraint and not from choice ;—they have no high aims, no lofty purpose, and have, apparently, little or no interest in the advancement of that cause now so dear to the public heart.

They seem content with the smallest amount of labor and knowledge that will secure them their position. Self-culture and the improved modes of teaching have for them but little or no attraction. Very few of them even take an educational journal.

Their libraries, (if such they may be called,) instead of being filled, with the choicest literature of the past and present age, contain but little else, except the ephemeral and sensational trash, that is now being spread broadcast through the land.

Although they are the appointed dispensers of knowledge, and stand at its fountains, they are too often like empty buckets that never reach its deep and refreshing waters—too true representations of the school Dames and Dominie Sampsons of olden times.

But I rejoice that this class of teachers is fast passing away ; and that their places are being filled with those who are worthy of honor, because they honor their profession.

Such have a due appreciation of the dignity and responsibility of their office. It is their delight and daily study to gather up the intellectual treasures of the past,—to commune with nature in her beautiful and varied scenes ; so that from the rich and exhaustless stores of their own minds, they may present the elements of knowledge in their most inviting and attractive forms.

It is their constant aim to cultivate a deep sympathy with the pupils, and to enkindle in their minds noble aspirations—to open their eyes to beauty, and their hearts to love.

"Like gentle shepherds they ever lead them to the hill-sides of knowledge, and point out the right path of a noble and virtuous education,—laborious indeed in its first ascent, but else so smooth, so green, so full of goodly prospects and melodious sounds on every side, that the Harp of Orpheus is not more charming." Such are the true teachers. They look not only at the present but to the future and the past, and as they recall what has been done to elevate man, and advance human progress, they are inspired with loftier motives to press onward with renewed zeal.

It is not for time only that they labor, but with assiduous and dili-

gent steps they ever aspire to reach the golden key, that "opes the blissful portals of eternity."

The recent events in our history show most conclusively and impressively, what we owe to the labors of faithful teachers.

Who can tell what would have been our condition to-day, had it not been for the wisdom and foresight of our fathers in establishing in every village, side by side, the church and the school.

For all the blessings and privileges we enjoy as a free people, we are indebted far more to this noble band of teachers who inspired the youth with a reverence for virtue and with a lofty patriotism, than to the counsels of our wisest legislators.

When the war cloud came upon the South, bringing dismay to many hearts, and threatening our fair land with anarchy and confusion, *then* was re-kindled from the ashes of our sires their wonted patriotic fires—then there came from every hamlet, in thronging multitudes a patriot band to do battle for the right, and to defend with their lives their homes and their freedom.

Many a battle-field witnessed their devotion to their country's cause. And, alas! many there have slept their last sleep. How deep are the shadows that have fallen on many a household. Many a fireside has been made desolate and dreary—many a widowed heart crushed to the earth, to rise only by the power of Him, who alone bears our griefs and our sorrow.

Shall these valiant sons be forgotten? Shall their names and memories perish? Never, never! As oft as spring returns shall their green-clad graves be decked with nature's choicest gifts—a fitting tribute of the heart's deepest love.

And yonder monument shall stand—shall stand when we all are gone, in its solemn beauty,—the orator of the past, ever eloquent with the praises of patriot sons.

The grand army of the future republic, now numbers more than five millions of youth. And you, teachers, are among the chosen leaders of this mighty host, to train and to marshal them for victory.

Be not too confident that all danger is past. "Eternal vigilance is the only price of liberty." We have but little to fear so long as we are *united*, from any foreign foe. But a most deadly enemy lurks within,

ever insidious in its assaults. Despotism and anarchy with their yawning gulf are on either side of this dear bought Republic. Our only security is on the adamantine basis of intelligence and virtue. Let this be overlooked or forgotten, and her glory will be only in name.

Look at the proudest city of our land, enriched with fabulous wealth by the commerce of every clime. In her very heart, there is a Vandal horde, more rapacious than the legions of Attila and Alaric of old—proudly defiant with their accumulated spoils—securely entrenched, as they supposed, in their strongholds of iniquity, they shouted defiance at every attempt to dispossess them, till the indignation of an insulted people was roused to action. Such may be our condition. The elements of corruption, anarchy and misrule, are fast gathering strength. Ignorance, infidelity and unbridled passions are becoming rife; unblushingly they stalk forth from their retreats, scattering moral pestilence and death in their path.

If the blessings of a free government and social order be not all a myth, if our forefathers were not misguided zealots or fanatical enthusiasts, braving every danger, enduring every toil, resisting unto death, oppression and tyranny in every form, that they might leave to their children an inheritance of freedom; if their sacrifices of blood and treasure were not all for nought, then as worthy sons of noble sires, we should maintain, and defend, at whatever cost, the priceless legacy.

The Temple of Liberty here reared hath its foundations deep. Its precious stones are cemented by the blood of our fathers. Let us then, as Teachers, raise high its battlements, make its walls impregnable against every assault,—let no unhallowed foot tread its portals or a profane hand be laid on its altar.

As Teachers, be faithful to your high trust. Be courageous. Be strong in faith, and hope, and in that wisdom that cometh from above. Be not dismayed though your labors are not duly appreciated, and earthly reward crowns not your faithful efforts, a sure recompense shall be yours. "Be not unmindful of the crown that virtue gives after this mortal change."

"Let not ambition mock your useful toil,"—envy not those whose aspirations and thoughts all centre in self, who have no higher aim

in life, no more exalted purpose, than to outshine others less fortunate than themselves—to bask in the smile of courts—to ride triumphant in fashion's car—whose whole souls are absorbed in seeking for luxurious ease and the gratification of sense. Be ye not envious of a distinction and a glory so vain—the last infirmity of noble minds.

True fame is a plant "that grows not on mortal soil." What we do for our own enjoyment perishes with this mortal dust. What we do for other lives, lives in grateful hearts and in the imperishable memory of the just.

The proud distinctions that wealth and power create, pass away. They are as fleeting and evanescent as the dreams of childhood. The dazzling meteor flits across the evening sky, and sinks in endless night. But beyond, far beyond, are the glittering orbs that ever shine for all worlds and for all time, with undiminished splendor. Such is the fame of noble deeds, and such deeds, teachers, it is your high privilege to perform.

If you know any thing that will make a brother's heart glad, run quick and tell it; but if it is something that will cause a sigh, suppress it.

In actual waste of energy, one hour of mental labor is equivalent to four hours of physical exertion.

Love, like honesty, is much talked of but little understood.

Truth is always won by long and hard toil. A moment's insight is sometimes worth a life's experience.

The great difference between men, the great and the insignificant, is energy, invincible determination, an honest purpose once fixed, and then victory.

A well-bred woman never hears an impertinent remark.

What is called liberality is most often only the vanity of giving, which we like better than what we give.

EDUCATIONAL INTELLIGENCE.

EDITED BY G. E. WHITTEMORE.

The Evening Schools of Providence.

Under the management of a Committee, headed by Mr. R. A. Guild, a veteran in the cause of Evening Schools, the Evening Schools of Providence had achieved such excellence, as to be regarded in many quarters as fit models for imitation, and were of such high character as to reflect great honor on those who by long continued efforts, often contending with obstacles difficult to overcome, had built them up from their humble origin to their present status, and when other duties led those who had long been connected with the Evening Schools to resign their management into other hands, they were in such a condition that improvement was hardly looked for. But not only has the present Committee on Evening Schools, the chairman of which is Mr. Charles F. Phillips, maintained the old standard of excellence in these schools, but by several wise innovations on the old order of affairs, that cannot but result in increasing the efficiency of the Evening Schools, have more than fulfilled our expectations. The most important and creditable work of the Committee has been the establishment in the Fountain Street School House of a Polytechnic School, with a full corps of able instructors in the various departments of technical education, a school that has long been greatly needed in our city. J. D. Smith was Principal for nearly fifteen weeks, when, accepting a permanent situation in another city, he resigned his position and E. K. Dunbar was chosen to fill the vacancy.

STATISTICS. Below we give a few of the most important statistics of these schools. Nearly one-third of the pupils are girls or women, and about one-quarter of the teachers are gentlemen. The pupils, whose ages will vary from twelve to forty years, are largely of foreign birth or parentage, and are engaged during the day in our workshops and factories. They are usually orderly and studious, and make excellent progress. The rule adopted by the Committee, "that no one engaged in teaching in the day schools shall be allowed to teach an Evening School," is working well. In nearly all the schools, a half hour per week, is devoted to general exercises, consisting in part of readings, essays and recitations, by the pupils.

RICHMOND STREET SCHOOL, J. Myron Potter, Principal. This is one of the largest in the city. It commenced its session with nearly two hundred pupils, and will probably average one hundred and fifty pupils throughout the term. Thirteen teachers were appointed to this school, which is held in the beautiful and commodious Ward Room, on Richmond street. Some dozen of the pupils have studied Grammar and History, and we found two young men at work in Geometry.

THE EDDY STREET SCHOOL, R. S. Colwell, Principal, numbered at the beginning of the term, about one hundred pupils, and the average attendance for the term will be not far from seventy pupils. Six teachers were appointed at first and have been retained during the term. A temperance organization, occupies the hall in which this school is held and hold meetings on Monday evenings, the school for this reason holding a session on Saturday evening, instead of Monday.

HARRIS AVENUE SCHOOL.—William N. White, Principal. This school is held in the vestry of the Congregational Meeting House on Harris Avenue, and is taught by seven teachers. It commenced its sessions with an attendance of nearly one

hundred and fifteen pupils, and has averaged an attendance of about ninety pupils. This school should have a larger number of teachers, although the present force, by great effort, keep an excellent school. It would seem very desirable also, if the school could be held in the audience room of the church, which it is reported is not used at all, instead of in the small and inconvenient vestry now allotted to its use.

THE INFANTRY ARMORY SCHOOL is held in the old Infantry Armory on Meeting Street. H. S. Babcock is Principal, and is aided in his labors by ten assistants. The attendance for the first week was one hundred and seventy-seven pupils, and the average for the term will be about one hundred pupils. This school is excellently accommodated, and has heretofore been understood to be the banner school of the city.

From the school in the school-house on Meeting Street we have no reports. The attendance is very small at this school, but the order has heretofore been equal to that of any day school.

PIONEER HALL SCHOOL.—This school, which is held in the Ward Room on South Main Street, has, in the past, been considered the most disorderly in the city, but by two seasons of earnest effort on the part of the pupils, it has gained equal rank with any in excellence of deportment. G. E. Whittemore was Principal for the first fifteen weeks, when on account of the pressure of other duties, he resigned the position. D. R. Blood was appointed his successor. This school has very comfortable accommodations; numbered at the beginning of the term, one hundred and sixty-seven pupils; will average for the term about one hundred pupils; and commenced its sessions with ten assistant teachers. Five of the Principals of this winter's Evening schools, have been heretofore teachers in this school.

THE HARRISON STREET SCHOOL is finely accommodated in the convenient rooms in the public building on Harrison Street. E. H. Howard is Principal. Fifteen assistants were appointed to this school, which we believe is the largest and best attended in the city. Two hundred and forty pupils were in attendance the first week, and the average attendance during the term will be considerably more than one hundred and fifty pupils.

AT THE POLYTECHNIC SCHOOL many of our teachers and artisans have attended some of the various courses of study therein pursued. More than three hundred pupils have been registered. In the departments of Chemistry and Physics, D. W. Hoyt has given instruction, by means of lectures and experiments; and several young men engaged as clerks in apothecary shops, have attended a course in Pharmacy, under the charge of Norman N. Mason. The Commercial Department, Louis W. Clarke, Instructor, includes Penmanship and practical Book-keeping, both single and double entry, as practised by the best accountants; also Mercantile Correspondence, Negotiable Paper and Business Forms. Charles A. Caldwell and Eugene K. Dunbar are Instructors in the Department of Mathematics, which includes Arithmetic, Algebra, Geometry and Trigonometry. J. D. Smith instructed a most intelligent class, in English Literature, to the eminent satisfaction of all concerned. Perhaps the most popular of all the branches taught were the courses in Drawing. A. F. Nagle instructed a class in Mechanical Drawing, including Geometric Construction, Projections, Plans, Elevations, Sections of Machinery and

Line Shading. Clifton A. Hall gave a course of instruction in Architectural Drawing, including Plans, Elevations and details in building; while a course of Free-Hand Drawing was given by Charles A. Caldwell, including Line Drawing, Shading, Perspective and Sketching from Nature; and a course in Free-Hand Drawing, including Elements of Form, Light and Shade, Expression and Object Drawing was given by Edward S. Jones. Very creditable samples of work done in these various departments are to be seen at this school.

PROVIDENCE TEACHERS' ASSOCIATION.—At the last meeting of the Association, "The importance of cultivating the habit of observation in Children," was discussed. Miss S. E. Jackson presenting a very able and interesting paper, in which the following points were very clearly and forcibly set forth:

1. The power of observation, the first power developed.
2. The great capacity for development of these powers.
3. Those powers most sensitive to culture and direction in childhood.
4. These powers essential to all the other intellectual powers.
5. These powers of greater practical use than any others.
6. The dependence of later school work upon the well-timed culture of these powers.
7. Some suggestions respecting the means for attaining this early cultivation of the powers of observation.

The discussion was continued by Mr. Hoyt, who, while agreeing in the main with the views of the paper, thought that it was not always clear which was to be charged with the cause of failure; whether it was the ill-trained perceptive power or the memory. He then proceeded to show how memory should be made to utilize the result of observation.

Miss Doyle thought the subject fairly brought up the point whether the course of study at present in use in our schools cannot be improved, so as to permit of a more perfect cultivation of the perceptive powers.

THE CITY COUNCIL have passed a resolution to allow a male Principal for the Eddy Street Grammar School, at a salary not to exceed \$1,500. And also, the following:—

Resolved, That the Joint Standing Committee on Education be hereby authorized to hire and fit up for school purposes a suitable room and grounds in the Ninth Ward, to be used for a Grammar school for the rest of the municipal year, the cost of said grounds and fittings not to exceed the sum of six hundred dollars, and be charged to the appropriation for Public Schools.

PROVIDENCE SCHOOL COMMITTEE.—At the last quarterly meeting of the School Committee the President read a letter from Mr. Merrick Lyon, to the effect that he had been informed by the Secretary that his place as a member of the School Committee had been declared vacant by the City Solicitor, in accordance with the law pertaining to residence, as interpreted by that officer. Had he [Mr. L.] been aware of the existence of such a law, he would long since have declined to serve.

The vacancy caused by his resignation, both in the General Committee and in the Committee on Qualifications, was filled by the choice of Mr. Emory Lyon.

Reports were received from the Superintendent and several committees.

The report of the Committee on Qualifications was presented by Mr. Burrington as follows:

"That to fill the vacancy in the Federal Street Grammar School, occasioned by the

death of Mr. Gamwell, they have selected Mr. David A. Caldwell, Principal of the Middle St. Grammar School, New Bedford. Two of the teachers in this school have resigned, Miss Winsor, of the first room; Miss Capron of the fourth room; and to fill their places the committee propose to make regular promotions in the building, and to fill the vacancies in the two lower rooms by promotions from other schools. Some change of teachers will also have to be made in the Eddy Street Grammar School; owing to the crowded condition of this school it has been found necessary to procure more school accommodations. The changes of teachers above referred to have been before the Committee, but the final result can only be reached a day or two before the beginning of the term. Frequently the absence or the necessity of changing a single teacher involves a number of schools."

The Committee on Evening Schools reported that the number of pupils attending those schools was larger than it was one year ago at this time.

WOONSOCKET.—Our genial friend, Mr. J. R. Davenport, Principal of the High School in the consolidated school district, has resigned his position, to take effect at the close of the present term. He will remove to Woodstock, Connecticut.

COVENTRY.—An interesting and successful meeting of the "Coventry Teachers' Association" was held in the new and elegant school-house near Greene Station, on the 10th of February. Arithmetic and Grammar were discussed during the morning session. In the afternoon very creditable class exercises in Spelling and Elementary Grammar were given by pupils of the Greene School, under the direction of their teacher. An essay was read by Miss E. A. Tillinghast, and select readings were given by Misses Nichols and McGregor. A spirited discussion followed upon school discipline. Incidentally the matter of self-reporting on the part of pupils, to prevent whispering in school, was quite thoroughly talked about. It seemed to be the opinion of most of the speakers that generally the practice is pernicious. The association adjourned to meet at the school-house in Washington Village, on the 9th of March. Teachers and friends of education generally are cordially invited.

CONNECTICUT.—SALARIES IN NEW HAVEN.—This city believes the way to improve her schools is to make the salaries high enough to invite and retain good teachers. The salary of the Principal of the High School has been raised to \$3,000; of the Principals of the Grammar Schools, to \$2,200; and of teachers in other grades proportionally.

EIGHTY PER CENT. OF THE ARRESTED CRIMINALS IN THE UNITED STATES HAVE LEARNED NO TRADE.

In DENMARK children may attend school one part of the day, and work the other part. A school-house in Copenhagen is furnished for a thousand children; one session is held in the morning, and the same attending; in the afternoon a second thousand attend, both schools being under the same general management. The system secures a happy union of bodily and mental exercise. It is profitable whether considered in an intellectual, moral, or pecuniary point of view, and is based on sound principles. Experience proves a few hours of mental labor better for the educational progress of the student, than a whole day of forced application to books, as was the custom in earlier times.—*Amer. Ed. Monthly.*

THE Public Schools of Louisiana close on the birth-day of President Lincoln, that day being made by the law of the State a legal holiday.

PERSONAL.—We omitted to give credit to Miss N. C. Wentworth, for the article in our last number, on "The Use and Abuse of the English Language," which was read at the Kingston Institute, and was published by request of the Institute.



QUESTIONS FOR WRITTEN EXAMINATIONS OF TEACHERS IN THE TOWN OF TIVERTON, R. I.

SPELLING.

Believed, Sizable, Intelligible, Twelfth, Prodigious, Primarily, Venerate, Zephyr, Wince, Journey, Maintenance, Syllable, Complement, Conceivable, Stationery, Movable, Privilege, Digestive, Cylinder, Separate.

MENTAL ARITHMETIC.

1. $3+9+6+9 \times 2+3+5-3 \times 9$ are how many?
2. Sold a hogshead of molasses for \$36, which was $\frac{9}{8}$ of its cost; what did it cost?
3. James can do $\frac{1}{4}$ of a piece of work in a day; Charles can do $\frac{3}{5}$ of it in a day; how much can both do in a day? How many days will it take them both to do the whole work?
4. One half the sum received for goods is gain; required, the gain per cent.
5. Get the cost of 5 yds. 3 qrs. 3 na. of cloth, at 16 cents a yard.
6. Albert and Milton walk from the same point, in the same direction, around an island 10 miles in circumference; Albert walks $4\frac{1}{2}$ miles an hour, and Milton 4 miles an hour. In what time will they meet?
7. Each pupil of a class of 20, spells 25 words. The number mis-spelled by the class is 50 words. Required, the percentage of correct spelling.
8. One-eighth of a number exceeds $\frac{1}{9}$ of it by 20. What is the number?

WRITTEN ARITHMETIC.

1. What is numeration?
- Represent by figures the following numbers:—
2. Nine billions, eighty millions and forty-six.
3. Sixty trillions, four billions and one hundred.
4. A physician bought 1 pound of ipecacuanha for \$1.80, and retailed it out in doses of 5 grains, at $12\frac{1}{2}$ cents each. How much did he gain?
5. How much will a pile of wood, 40 ft. long, 4 ft. wide and 7 ft. high cost, at \$6 per cord?
6. What is a fraction?
7. Add $8\frac{1}{2}$, $\frac{1}{2}$ of $\frac{1}{2}$ and $\frac{1}{4}$ together.
- Represent by figures the following numbers:—
8. Forty-nine thousand, and forty-nine thousandths.
9. Eighty thousand, and eighty-three thousandths.
10. Forty nine trillions, and one trillionth.
11. Divide .806144 by 9567.
12. What is the amount of \$369.29 for 2 yrs., 8 mos. and 1 day, at 9 per cent.?

GEOGRAPHY.

1. Bound Rhode Island.
2. How many towns in Rhode Island?
3. How many counties in Rhode Island?
4. Who is Governor of Rhode Island?
5. How many States in the Union?
6. What is the government of the United States?
7. For how long a time is the President chosen?
8. Who is President of the United States?
9. Name the three largest States in the order of their size.
10. Which is the highest mountain in the world?
11. Which is the highest in the United States?
12. Which is the highest in New England?
13. Name the Middle States and their capitals.
14. What rank does the State of New York hold in wealth, population and commerce?
15. Which State produces the most rice?
16. Which is the largest city in the world?
17. Which is the largest city in Rhode Island?
18. Which is the largest city in the United States?
19. How many zones are there? In which zone do you live?
20. For what are Rochester and Syracuse noted?
21. Name some of the productions of each zone.
22. Name the three largest cities in the order of their size.
23. What channel will you cross in going from France to England?
24. Name the four great cotton markets in the United States.
25. In what latitude do you live? State the degree.
26. Name the three longest rivers in the world.
27. What does the Island of Great Britain include?
28. What ocean will you cross in going from Rio Janeiro to Liverpool?
29. What is the largest body of fresh water on the globe?
30. What is the population of the United States?

GRAMMAR.

1. What is English Grammar?
2. Name the parts of speech.
3. Compare able; evil.
4. Write the possessive case, singular and plural of lady.
5. Correct the sentence:—What had I ought to do?
6. How many modes are there? How many tenses has each mode?
7. Write a sentence containing an adjective element of the second class.
8. Write one containing a verb in the potential mode, present-perfect tense, third person, singular number.
9. Write one containing an adverbial element of the third class.
10. Name the principal parts of the verbs sit and lie (to recline.)

HISTORY.

1. When, where, and by whom was Rhode Island settled?

PUBLISHER'S DEPARTMENT.

2. In what year was the Dorr rebellion?
3. When and where was the first English settlement made?
4. In what year did the Revolutionary war commence?
5. Where was the first battle fought?
6. When was the Independence of the United States declared?
7. What was the closing event of that war?
8. Who was the first President?
9. When was he chosen? How long did he serve?
10. For what is Plymouth noted?
11. When was Fort Sumter attacked?
12. How many years did the last war continue? When was Abraham Lincoln assassinated?

PERCENTAGE EACH TEACHER RECEIVED.

	Reading.	Spelling.	English Grammar.	Writing.	Geography.	History.	Written Arithmetic.	Mental Arithmetic.	Average.
A.....	90	90	86	80	80	....	100	90	88
B.....	80	75	71	90	47	....	100	75	77
C.....	90	70	80	90	74	....	91	50	76
D.....	85	85	92	90	77	....	91	63	83
E.....	80	80	92	90	64	....	91	87	83
F.....	70	90	92	90	70	60	92	75	80
G.....	80	90	85	90	74	65	100	63	81
H.....	80	100	92	90	67	90	84	90	87
I.....	80	85	70	80	46	47	50	50	64
J.....	70	70	86	70	50	40	20	40	50
K.....	80	95	90	90	74	100	88	88	88
L.....	80	95	95	80	85	85	100	70	86
M.....	70	50	80	60	58	94	50	30	62

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PUBLISHERS' DEPARTMENT.

We have recently received from a Western city, a circular requesting us to advertise a lottery scheme to be held in aid, so called, of certain charitable institutions. We desire here and now, once for all, to inform all parties that the pages of the **SCHOOLMASTER** are open to no *swindles* of this or any other kind, however they may be gilded or endorsed.

In order that **THE SCHOOLMASTER** may be of as much practical value and assistance as possible to its subscribers, we would here state that hereafter we will publish *free*, their applications for schools. Such applications should give name in full, post office address, amount or character of education, length of experience, grade of school desired, **wages**. We hope in this way to do a favor both to the teacher and

the committee, by bringing them together more speedily than formerly, and at less trouble and expense.

With this number of *THE SCHOOLMASTER* we send out numerous bills for last year's subscription. We hope our friends will bear us in mind, and remembering how much more blessed it is to give than to receive, will take the hint, and make both themselves and the Schoolmaster twice glad.

Among our new advertisements for this month, is that of W. S. Hogg, Florist, of this city. Mr. H. has for some time taken quite an interest in the matter of floral culture and decoration in our city schools, and nearly all of them bear evidence yearly of his skill, taste and liberality. He makes special terms with schools and teachers and we trust our friends throughout the State will improve this opportunity to add to the attractions of their school-houses at a small expense.

By reference to our advertising pages it will be seen that Mason's Music Charts and Singing Books, which have met with the most gratifying success, have come into the possession of MESSRS. GINN BROS., of Boston, as publishers, in whose hands we have no doubt, these valuable publications will receive a new impetus.

MESSRS. IVISON, BLAKEMAN, TAYLOR & Co., of New York, have appointed A. E. WIXSHIP, late of Bridgewater Normal School, as their New England Agent, with headquarters at No. 1 Cornhill, with W. A. WILDE & Co. Their advertisement on last page calls for notice.

We would call the attention of teachers throughout the State to the advertisement of Messrs. Bigelow & Brown. Orcutt's Manual should find a place in every teacher's library, and their agent, Mr. A. W. Brown, at State Normal School, will be very happy to fill all orders.

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OUR BOOK TABLE.

HISTORY OF ENGLISH LITERATURE, by H. A. Taine; translated by H. Van Laun. With a Preface prepared expressly for this translation by the author. Two Vols., pp. 531, 550. New York: Holt & Williams.

What student of English Literature has ever yet been able to supply himself with a single one, out of all the countless works issued from the press on this subject, which could be relied on as a complete, candid, philosophical and reliable guide for his studies?

It seems that the trouble has been largely owing to the fact of a failure on the part of scholars generally, to recognize the principle that the best point from which to enter upon this work of comparative history and criticism is that of *another* race and language, for we certainly have in these two volumes by M. Taine, the noted French critic, by far the best history of the literature of the English language that has ever been written. Indeed we question whether there is its equal, in all respects, in any language.

In these two volumes are mirrored with almost marvellous exactness, each of the successive phases through which the English race and their speech and thought have passed. On these pages we find united in a rare manner, a comprehensive scope, a deep penetration, a sharp and keen analysis, a catholic judgment, and a broad and generous sympathy. To these attractions are to be added a vividness in style, a mastery of description, and a simplicity of logic that render the reading of the work a joy in every sense of the word.

We are sure no scholar can afford to remain long without possessing this book, while a teacher of English Literature, or indeed of the language simply, is depriving himself of the very best means of culture in his reach, every day he leaves it unbought.

FIRESIDE SCIENCE. A series of Popular Scientific Essays upon subjects connected with Every-day Life, by James R. Nichols. 1872. Published by Hurd & Houghton, 18 Astor Place, N. Y. H. O. Houghton & Co., Riverside, Cambridgeport, Mass. [For sale by Gladding, Bro. & Co.]

This volume treats of the practical science of home-life, and the every-day affairs of individuals and families. The author presents some of the facts as related to hygiene, the arts, agriculture, &c., in a way to interest all his readers. Those who are at all acquainted with that admirable paper, the Boston Journal of Chemistry, will appreciate the value of this book, by the same author and editor. To all classes in society this book brings truths of the highest consequence and the deepest interest, most of which have been wrought out in the practical experience of the writer. The world can never be too full of such books.

THE EDUCATIONAL YEAR BOOK, 1872. Published by A. S. Barnes & Co., New York.

This is an accurate hand-book of reference, comprising a digest of American public school laws, systems of instruction, and interesting matters pertaining to schools and colleges, ranging from professional anecdotes to educational statistics. We are glad that these wide-awake and well-known publishers have compiled so valuable a book for school officers and teachers. The facts relating to Rhode Island are exact in statement, and so they are, as far as we can judge, with reference to other States. The statistics are of great value to those who wish to study our educational needs most thoroughly. The condition of education in foreign countries is also briefly and clearly set forth. This book will have a large circulation if its merits are made known.

ORCUTT'S TEACHERS' MANUAL is a book of rare value to teachers of common schools. It embodies the fruits of a rich and varied experience in all the phases of school life. The natural vigor, energy, and practical sense of the author, united with the practice of thirty-five years in the school-room, enable him to write a book for teachers of no small account. The class of teachers who read, we trust, is increasing, and the libraries of such should contain the best thoughts of the most practical men. The publishers of this work have done their part of the work well, and the teachers of Southern New England, as well as those of New Hampshire, Vermont, and New York, where Mr. Orcutt, has passed an active life, will appreciate the labors of both.

Mr. Arthur W. Brown, of the Normal School, is the agent for this book in Rhode Island.

ALLEGORIES OF LIFE, by Mrs. J. S. Adams. Boston: Lee & Shepard. For sale by Gladding Bro. & Co.

These stories, as the title indicates, are a collection of allegorical tales, twenty-three in number, each conveying some moral lesson bearing on our daily life and its duties. They are characterized by a high moral tone, a lofty sentiment, and a purity of thought and simplicity of style, very pleasing. For a gift book, or a book to be on one's table, for desultory reading, it is admirably adapted.

THE ART OF TEACHING SCHOOL. A manual of suggestions for the use of teachers and school authorities, superintendents, controllers, directors, trustees, patrons of public schools, and higher institutions of learning; how to establish, organize, govern and teach schools of all grades, and what to teach. By J. R. Sypher, author of *History of Pennsylvania, History of New Jersey, and Popular Speaker*. Published by J. M. Stoddart & Co., Philadelphia, 1872.

The title is a sufficient table of contents for the book, and although its author is a Sypher, the book has value. It treats of a great variety of topics, and has sensible and practical suggestions upon each. The author's rule has been to say a little about many things, rather than much about a single thing. He has produced a readable book, and it will aid in confirming opinions and in suggesting new ones.

THE BIRD FANCIER'S COMPANION, published by Chas. Reiche & Bro., 9 Bowdoin Square, Boston, Mass.

This is a small pamphlet containing an account of the mode of treatment of song-birds in general, and also a short description of each of the various species of feathered songsters and their mode of life and style of training. Quite a valuable little book to bird lovers and keepers.

THE NEW YORK OBSERVER YEAR BOOK is on our table, published by the enterprising firm of Sidney E. Morse, Jr., & Co., 87 Park Row, New York. It contains a valuable chronology, a current astronomical department with an almanac, a civil and commercial department of the United States and of the world, statistics of the various denominations and names and locations of the clergy of each, an educational department, and agricultural and miscellaneous departments, all for one dollar.

We have already noticed the **MANUAL OF COMMERCE**, published by Bill & Nichols, of Springfield, Mass. It is a concise and accurate account of the source, mode, production and manufacture of the various articles of commerce. We are glad to note the fact, that the book has been introduced as a text-book into many of our schools. Our teachers will find it a valuable aid in the general exercises of their schools.

THE ILLUSTRATED ALMANAC of the National Elgin Watch Company is issued by one of the most enterprising and successful of American corporations. In a very few years this company has achieved fame and fortune by dint of mechanical skill, energy and advertising. The world is none too large for the trade which they have honestly and honorably secured.

FRANCIS'S CHROMOS.—We have received a copy of *Easter Morning*, and, in a nice frame, it hangs before us on our study wall. It is a perfect gem of art, and its beauty consists not only in what it is, but in what it represents. The Cross is now an emblem of glory, not of shame, since the Risen One has by it conquered Death. It is wreathed now with richest emblems of purity, truth, love and faith. We look upon it, and our thoughts soar upward. Thus will the thought of Jesus ever lead the soul. Homes are made more like Heaven by the influence of such simple pictures, which purify the tastes and mould the thoughts. This beautiful picture is given as a premium by Wood's Household Magazine.

ALPHABETICAL LIST OF RECENT PUBLICATIONS.

Bain, Alex. (M. A.) *The Senses and the Intellect*. Third edition, 8vo., 696 pages, New York, D. Appleton & Co., \$5.00.

Baring-Gould, Rev. S. (M. A.) *Legends of Old Testament Characters, from the Talmud and other sources*. New York, Macmillan & Co., and Holt & Williams, \$2.00.

Bartol, Rev. C. A. (D. D.) *Radical Problems*. 16mo., Boston, Roberts Bros., \$2. Educational Year-Book, The, 1872. A Vade-Mecum for Teachers, Superintendents, Commissioners, Examiners, Trustees, Members of Boards of Education, School Officers and Educators generally, 12mo., New York, A. S. Barnes & Co., \$1.25, paper 75 cents.

Figuiet, Louis. *The To-Morrow of Death, or the Future Life according to Science*. From the French, by S. R. Crocker, editor of "The Literary World," 16mo., Boston, Roberts Bros., \$1.75.

Fischer, Dr. J. A. *Deutsche Lieder für Schulen und Familien, zunächst für Sonntagschulen*. 2te., vermehrte, Auflage, 24mo., pp. 126, Philadelphia, Schaefer & Koradi, bds. 25.

Guide (A) to Florida, "The Land of Flowers," containing an Historical Sketch, Geographical, Agricultural, and Climatic Statistics, Routes of Travel by Land and Sea, and General Information invaluable to the Invalid, Tourist, or Emigrant. 16mo., 78 pages, New York, Cushing, Bardua & Co., 50 cents.

Hamerton, Phillip Gilbert. *The Etcher's Hand-Book, giving an Account of the Old Processes and of Processes recently Discovered*. Ill., by the author, 12mo., Boston, Roberts Bros., \$2.00.

Hayes, Isaac I. *The Land of Desolation; being a Personal Narrative of Observation and Adventure in Greenland*. Ill., 12mo., 375 pages, New York, Harper & Bros., \$1.75.

Hovey, Alvah, (D. D.) *God with Us; or, The Person and Work of Christ, with an Examination of the "Vicarious Sacrifice"*. 12mo., Boston, Gould & Lincoln, \$1.50.

Jeffries, B. Joy, (A. M., M. D.) *The Animal and Vegetable Parasites of the Human Skin and Hair, and False Parasites of the Human Body*. 12 mo., Boston, Alexander Moore, \$1.00.

Lamartine, A. de. *Homer and Socrates*. From the French, with a brief Biography, by Mrs. Eliza W. Smith, 12mo., Philadelphia, J. B. Lippincott & Co., \$1.00

Leckey, W. E. H. *The Leaders of Public Opinion in Ireland*. Swift, Flood, Grattan, O'Connell. 12mo., 320 pages, New York, D. Appleton & Co., \$1.75.

Lucretius. *On the Nature of Things*. (De rerum natura.) Translated from the Latin into English verse by Charles Fred. Johnson, with Introduction and Notes. Cr. 8vo., 388 pages, New York, De Witt C. Lent & Co., \$2.50

Parsons, Hon. Theophilus. *The Infinite and the Finite*. 16mo., Boston, Roberts Bros., \$1.00.

Saeltzer, Alex. *A Treatise on Acoustics in Connection with Ventilation, and an Account of the Modern and Ancient Methods of Heating and Ventilation*. 12mo., 108 pages, New York, D. Van Nostrand, \$2.00.

Somerset, Duke of. *Christian Theology and Modern Scepticism*. 12mo., 380 pages, New York, D. Appleton & Co., \$1.00.

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PRACTICAL EDUCATION.*

IN the rich language of ancient Greece, among many words expressing in different aspects the idea of doing, are two, from which we have borrowed liberally to furnish the English vocabulary. They are *poiein* and *prassein*. *Poiein*, from which comes our word poet, signified to make, or do, a particular thing; to make a wheel, a clock, or a series of verses; and, while we speak no longer of the poet of a wheel, or the poet of a clock, we call the maker of verses, as in the olden time, a poet. *Prassein* was a more comprehensive verb of doing: it referred not usually to a particular act; but meant acting, in general; acting, as affecting the actor; and, sometimes, faring. This idea is intrinsic in all the words of that family, and is as distinguishable in most of them, as is the insect, caught in amber. One of them is practice—continued doing, which we dissociate from the particular thing done, and associate with the doer, and which finally "makes perfect."

In the word practical, we seem to have forgotten this inwoven meaning, especially in its application to education. Some suppose a practical education to be such a training as fits one for doing a particular thing, following a special trade. We most decidedly appeal to the high court of Philology for judgment. We claim that the verb *prassein* left us no such a meagre inheritance; rather was it *poiein*, and those, who would insist upon an education which fits for the routine of a given vocation, may call it, not a practical, but a poetical, edu-

*This paper was read before the Annual Meeting of the Rhode Island Institute of Instruction, January 19th, 1872, by A. D. SMALL, Superintendent of Public Schools, Newport, R. I.

cation. And poetical, in a bad sense, it will be ; for although it may suit the fine humor of the visionary men who advocate it, it will not prove adequate to the demands of a varied life.

The word practical has been called the watchword of the times. The popular demand is for practical views in religion, practical measures of legislation, practical reforms, and practical education. It is even amusing to see to what excess the good word has run riot. This man advertises that he will do practical watch repairing, as if watch repairing were not always practical, or as if in some cases it might be impracticable. Another proclaims himself a practical horse-shoer, probably because he does all the horse-shoeing himself. The word seems to be now-a-days as much a recommendation, as the phrase "to the Queen" is in England, where one may read, not only "Shoe-maker to the Queen," "Coach-maker to the Queen," but also, "Tailor to the Queen"; and Mr. Gough tells of a lamp-lighter's card, which bore the aristocratic announcement, "Illuminating Artist to her Majesty."

The universal demand that education be practical is a proper one, if we take that truer sense of the word which comprehends both action and actor, and which regards the necessary relation between the business of life and the faring of the individual. Practical education is not simply that education which is adapted to practice, but that which will by the demands of life be put into practice. Go back to the age when knowledge was confined to the cloistered monk ; when it was pursued, not for its use and value in life, but rather as an employment, as the means of satisfying the cravings and pride of the mind ; and you have far antedated the era of practical education. They, who dared first raise the cry against aimless knowledge, and demanded education as a means for attaining to true and noble conditions in life, were seconded, few by few, until to-day this is the slogan raised from every valley and answered back by every hillside.

But what is practical in education ?

First, in regard to branches of study. We begin with the axiom that our public schools are for the masses, and not for individuals, or special classes. They must, therefore, supply the general, and not an individual, demand. They must furnish instruction in those branches which are of general application, or which underlie the whole field of activities, and such quantities of these as the many will need ;

for it is unfair towards the majority to push the study of these branches into the region of specialties. As we must teach many things, it will be necessary to abridge. I do not advocate superficiality. I would have teaching thorough, and study, masterly; but only in certain parts. Is he necessarily more thorough in the simple and fundamental processes in arithmetic, who has been through all that the author may happen to have done up between the covers of his text-book? Better that the pupil be able to add columns of figures rapidly and with accuracy, and be especially expert in all the elementary operations. Indeed, superficiality is surface-work, digging deep in one spot and another is not superficial.

But your attention has been much turned of late to this subject, and we have the promise that arithmetic shall be curtailed to within reasonable limits; that grammar shall be taught more for the purpose of giving the pupil a mastery of English speech, than for use in untwisting twisted sentences, or in twisting untwisted ones; that, by teaching geography from nature and by analogies, much time and forced brain-labor may be saved, that the history of the past shall be pictured before the mind and its general features photographed upon it. We are further assured, that the sciences shall have a place, for the sake of the bearing which they widely have upon manufacture, husbandry and commerce. Drawing, too, is an essential; and it should not give way at the beck of either of the afore-named branches. Its utility in all mechanical arts is obvious; and, that neither arithmetic, nor grammar, nor geography, nor any other science, is of more general application, can scarcely be questioned.

For the mere business of life, how small a modicum of school instruction is essential! The mechanic may pursue his trade and grow rich, even if he has not enlarged beyond the most scanty details the boundaries of his knowledge. The mariner may course the waters of the globe and visit all shores, although he have but the smallest stock of erudition. And why do we carry our instruction beyond the minimum? It is because the youth may not be a mechanic, nor a mariner. His tastes may lead him to the learned professions; and we are not willing, by sealing any fountain of knowledge, to deprive him of any grand possibility in life. It is because, in any profession, learned or unlearned, there are heights and honors. It is because,

whatever his trade, we would exalt his life ; we would lead him into the consciousness that he has many faculties, and that he dwarfs his manhood by pandering only one.

But the actual business of life, though it may consume most attention and time in the performance, is by no means to be first in our regard. "It is not all of life to live ;" the manner and fullness of our lives is of the greater respect. How shall the man be happiest at work ; how most loving and most loved in his own little world, his home ; how a most worthy and faithful citizen of the great world without ; how most contented and hopeful always ?

"Blessed are they whose hearts and heads are full
Of golden legends of the olden time,
What has been well tried need not be tried again.
For they shall walk through life as in a dream,
And rocks and grass and grain shall all be charmed.
Were bird-songs needless, birds would never sing."

If it is within the scope of education to train the young for such a lot, what will minister to that training ?

I confidently answer : books, health and religion.

What enjoyment is more common, or more salutary, or more lasting, than reading ? It is so, from the time the child can spell out the stories in his picture book, till the last leaf in the history of a long life is turned,—till he reads in the white stone the new name, "which no man knoweth saving he that receiveth it." By a proper use of books, after the pupil has passed out of the public school, the culture of his mind goes on, and he consciously rises in the scale of being, gaining influence among intelligent men and a power over those less informed than he. To the mature man, the influence of a book lying half read on the table at home is magnetic ; it overpowers loitering, and the odor of ale-houses, and the beckoning of bad women. Is it not, then, part of a practical education to implant and nurture a love for good literature ? Why may not the child grow up with as healthy a taste for books as for food, loving literary roasts and stews, as well as the bon-bons ? Much of this training belongs to the parent ; but if he shirk it, it must fall upon the teacher. Corrupt books should be banished with an edict as autocratic as a Russian ukase. There is pleasure to be got from good books, and the young can learn to ex-

pect it, even though few of them should become like Chaucer's Clerk of Oxenford, who would rather

"have at his beddes head
Twenty bookēs, clothed in black or red,
Of Aristotil and his philosophy,
Than robēs rich, or fiddle, or psaltrie."

A Spanish poet call his "beloved books" the "happy solace of a sad life."

"—and books we know
Are a substantial world, both pure and good;
Round them, with tendrils strong as flesh and blood,
Our pastime and our happiness will grow."

But what would any wealth be, which one might accumulate; what would any mental culture, and intellectual taste be, which one might acquire; what would all the externals be, the luxuries and elegancies of life,—without sound bodily health? You should as well prepare pleasing draughts of nectar for one whose lips are sealed, or tempting ambrosia for one whom it sickens, as to heap about one the means of enjoyment, if his body is racked by pain, or prostrated with disease. That which would have gratified desire has become a source of annoyance by suggesting the pleasures which are denied. Health is a pre-requisite. How lacking is that course of study which omits the branch of prime importance—physiology! How faulty, too, is that course which puts off information upon the functions and care of life till the finishing years! A knowledge of the conditions under which we possess and must use this delicate organism of ours is all-important to those who use it, and these conditions and laws should be taught at that early time, when judgment and experience have not superseded empirical teaching. "The proper study of mankind," begun thus at an early age, should be kept up until a sufficient mastery is gained,—not such a mastery as the physician, or the investigating anatomist, needs attain; but such a mastery as the individual must have, to be a trusty keeper of this sacred temple. And how stupidly inappropriate to such a study are most of the text-books in physiology! Is there one suitable to the purpose? They seem to be derived, by condensing, popularizing, and freshening, from those dry and ponderous tomes, which freight the shelves of the vered practitioner, or inspire one with awe in the

library of the medical school. How many of the pupils, who can get ninety per cent. on an examination from one of these text-books, would know how to resuscitate a person near death from drowning, or how to treat croup, or what precautions should be taken to maintain a proper temperature of the body, suitable ventilation,—in short, to preserve health? The facts which concern our physical welfare are surely practical; and they should be taught orally, to supplement the text-book, if we cannot have a book of the right kind.

The third ministry in qualifying the young for life, I beg leave to call by the name religion. I do not mean by this sectarian creeds at all; nor systematic theology at all; nor, exclusively, sacred teaching. It shall include every moral, as well as sacred, obligation on man as man; it shall comprehend only that which is common to all religions, that which is, as our distinguished Higginson has called it, "the religion of the human race." We are composed of two elements; the one human, the other divine; body and soul. We are compelled, even if we desire it not, to provide for the welfare of each, or must suffer from the neglect. The carrying on of trade, the acquisition of wealth, attention to the external comforts of living, are for satisfying the demands of our material nature. But, as we have observed, that material wealth, without bodily health, is an empty and unsatisfying possession; so we may be sure, that, without soul-health, there can be no enjoyment in life. I would have the young know that man's whole organism is not less delicately, not less accurately and with design, fitted together, than is a watch, from its several parts. And, if a wheel, or pinion, could not be removed from the watch, without deranging its movements; so can no element in man's composition be left out of regard, without destroying the harmony, and consequently the happiness, of his being. Grant that God created man for happiness, to be attained by an ordained course of conduct, the observance of virtue, self-control, love to his fellow-men and to God; and then imagine, if you can, that he may turn wholly from this mode of living, and yet be happy. No; the experience of life teaches nothing more plainly, than that we must be in harmony with the design of our Creator, to gain that perfect enjoyment, that rapture of love, that peaceful, conscious repose of the soul, which is "our being's end and aim." You need not instance the mi-

ser, as a proof, that he, who thinks to purchase happiness with gold alone, is wretchedly cheated out of both price and coveted good. There are more misers than are named. And there is a pillory for every culprit. Punishment is not hidden in the far unknown world, to let the criminal go-free in this. I believe that there is nothing more favorable to perversion of morals, than such a perversion of thinking. Let the child, on the contrary, be taught that he cannot err and go "unwhipt of justice." He learns that, if he thrusts his hand into the fire, he is burned; and that the incision of the knife is followed by a flow of blood and quick pain. Teach him also, by pointing out representative careers, that ill-gotten gain is a source of unhappiness, if not of open ruin; that speculation and dishonest using of another's wealth cannot but introduce haunting phantoms into the chambers of the heart, and that dishonesty is always, or almost always, exposed. "Rob not the poor, because he is poor: neither oppress the afflicted in the gate: For the Lord will plead their cause, and spoil the soul of those that spoiled them."

"Fret not thyself because of evil men, neither be thou envious of the wicked: For there shall be no reward to the evil man; the candle of the wicked shall be put out."

These utterances of the Wise Man are continually verified before our eyes.

The three tenets common to all religions are: the immortality of the soul, the Fatherhood of God, and the Brotherhood of man. Christ, referring to the two practical tenets, epitomizes all religion in this saying: "Thou shalt love the Lord thy God with all thy heart, and thy neighbor as thyself." He who has not love for his fellows, a broad charity for the failures of others, a helping spirit and a helping hand, will find in his blighted and shrunken soul the seeds of bitterness, outliving all healthful germs, ineradicable and noxious. "Direct virtue," said Locke, "is the hard and valuable part to be aimed at in education;" and Milton's remark is corroborative, that "the end of learning is to repair the ruin of our first parents." The teacher, under whose care the child is put, "during the tender and flexible years," should, in the words of Locke, be "one who, knowing how much virtue and a well-tempered soul is to be preferred to any sort of learning or language, makes it his chief business to form the

mind of his scholars, and give that a right disposition." The results of this labor of love may not be showy, but its reward is sure and honorable.

"In the elder days of Art,
Builders wrought with greatest care
Each minute and unseen part;
For the gods see everywhere."

I have attempted to define practical education. I have alluded to the studies which may be termed practical, and have presented a special plea in behalf of literature, of health, and of morals. I have been discussing no new theme; but, until public education is thus practical and preparatory to living well, the same cords must be touched again and again, and the same battle song awakened.

But I hear the complaint—"We have no time; our courses are already burdened." If, indeed, we have no time, we need reform our calendars. We must insert days, make more Leap years. Yet, have we no time? None whatever? The business man rising early and working late, eating hurriedly and hasting to his work, has no time for relaxation. The owner of a house has not time at present to protect it from the contingencies of fire. The laboring man has no time just yet to secure a policy of life insurance, to aid his wife and children, should he, their strong staff, be taken away. Premature decay, sudden fire, untimely death,—these are frequent cautions to us to take time. Dare we say that we have no time for that culture which is of chief value, which makes life true and beautiful?

"Beauty is truth, truth beauty,—that is all
Ye know on earth, and all ye need to know."

Fellow-teachers and school officers, if we have no time for that education which is most practical, we must make time.



THE WIND. — When is it like a newspaper?—When it puffs.
When like a fruit tree?—When it blows. When is it like music?—
When it whistles.

DULL PUPILS—No. 2.

Some pupils are so stupid as to leave the patient teacher half doubting whether or no they be not beyond reach. But yet we all know that from these seeming blockheads have been developed men and women who have influenced the world, and whose names are to-day household words. While the head boys and girls of the school have sustained their honors, and going out into the world have pursued "the evil tenor of their ways," lived quiet lives, and died lamented by a small circle beyond whose limits they were unknown, the dull scholars have often astonished not only the world but even themselves, by winning a name and a fame which has been world-wide. Many a teacher who has pondered with aching head and aching heart over the stupidity of some dunce, and studied for long, long hours how to reach the dim understanding, in after-life has looked with pride and pleasure upon the brilliant career of him who was the troublesome blockhead. When we are inclined to doubt this, when it seems too much to believe, biography opens wide her pages to the view of every weary teacher and bids us take courage. She tells every stupid dunce who is conscious of his stupidity and who is tortured by "nameless longings and vague unrests" for higher and better things, nothing is *really* impossible with those who persevere. She repeats to listening ears what seem like fairy tales, and displays to curious eyes sketches from wonder-land or pictures drawn by the finger of magic. She unfolds her fair pages, and behold the record!

Sir Walter Scott, whom after half a century of rapid stride in literature and the arts, a usually fickle world to-day "delighteth to honor," shines out like a star of hope. His faithful biographer, Lockhart, does not hide from view the fact that he was slow to comprehend and understand his early lessons and that his life of study was no easy one. While at school he was vainly attempting to accomplish some difficult task when an impatient tutor exclaimed: "Dunce you are, and dunce you will ever remain!" We find him at the University of Edinburgh bearing the nick-name of "The Great Blockhead." By and by the literary world rang with the praises of poems and novels from the pen of an unknown author. At length he who had earned for himself the

name of "The Great Magician," and "The Great Unknown," proved to be none other than "The Great Blockhead" of Edinburgh University, and in the heart of that very city now stands the monument of his fame and glory. His life was one of patient labor, and therefore a life of success.

Chatterton, the boy genius, whose brief career gave such rich promise, and whose sad story touches the heart of every one, at the age of five was sent to school where he was vainly put to his tasks. After a year and a half, during which he had not mastered even his alphabet, he was withdrawn, being considered "an incorrigible dunce." But a mother's skill and patience did what a teacher could not; a mother's love devised a way and soon the lad could read. Exciting his curiosity by exhibiting an old manuscript whose embellished letters caught his wandering attention, the dullness was overcome, and at the age of eleven he astonished his loved mother and sister with attempts at poetical composition. But the bright prospects which they had entertained perished with the unfortunate death of the youthful poet whose few early works bear the stamp of great genius.

The schooldays of Oliver Goldsmith are but an echo of the same sad story. His early schoolmistress says of him, "He seemed impenetrably stupid," and yet the old lady lived to boast with a silly pride which was almost amusing that it was she who taught the great Dr. Goldsmith how to read. He was transferred from one school to another only to bear with him the same reputation. His tutors spoke of him as "a stupid, heavy blockhead, little better than a fool, whom everybody made fun of." Even his college days show no better a record than of a "dull, hesitating student who seldom had anything to offer in the class-room, and who appeared to a great disadvantage, being exceedingly awkward and ungainly." And yet patient persistence and a desire to be successful gave the world "The Deserted Village," "The Vicar of Wakefield," and "The Traveller," which will carry with them down to posterity the name and fame of the stupid scholar.

Edmund Burke, England's great statesman and orator, was regarded by both parents and preceptors as a very great dunce. Throughout his entire youth and early manhood he plodded on, apparently making very little progress, and his first oratorical attempts

were considered failures, even by his friends. But when his stirring words thrilled all England, challenging a reply from her greatest orators and ablest thinkers, then he astonished even his own brothers, who are said to have remarked, "How strange that Ned should have monopolized the talent of the entire family!" until they recalled the fact that he, being so very stupid, had spent over his tasks the hours which they had given to pastimes.

One of the leading men, especially in influencing the masses of the people during the recent French troubles, was no promising lad. After being at school several years, most of which time was idly dreamed away, his instructor, in reply to an anxious inquiry from his mother, said: "Madam, I cannot decide whether your son is a genius or a fool." He certainly has not proved himself to be the latter, whatever may be the various opinions as to his claim to the former. Adam Clarke, Dr. Chalmers, Hutton, the antiquarian Otway, Hugh Miller, and even Sir Isaac Newton, are but others who bore that dread appellation, "a stupid boy."

Such are but a few of the many whose names embellish the dunces' roll of honor. With such examples before us it is no time to falter or draw back from our work. It is an old saying that "fortune favors fools," and when discouraged teachers glance over their school-rooms, it were well to recollect that back of the sleepy, dull eyes of some stupid pupils lie the dormant powers that some day shall assert their might.

" Oh patient, yet weary hearted !
Think ye the lofty foreheads of the world,
That shine like full moons thro' the night of Time,
Holding their calm, big splendor steadily,
Forever at the toss of History,—
Think ye they rushed up with the suddenness
Of rockets sportively flashed into Heaven,
And flared to their immortal places there ? "

By and by the undeveloped abilities of some stupid plodder shall become the beautiful reality, and then you shall receive the name of Blessed, and in the noble deeds and thrilling words of another, you shall behold a reflection of yourselves and your own aspirations—and this shall be your glory !

" The slow,
Still process of the rain; distilling down

SPELLING.

The great sweat of the sea, is never seen
In the consummate spectacle flashed forth,
A snow-hued arch upon the clouds of heaven;
So never sees the world those energies,
Strong effort and long patience, which have stirred
In low obscurity, and slowly heaved
In darkness up, till sudden glory springs
Forth from it, arching like a perfect rainbow."

B. J. E.

SPELLING.

One of the many good things witnessed at the Normal School, on the visiting day of the last Institute, was the exercise in spelling; spelling of sentences, and of words by "picking up" the letters. It has already proved to be of much value.

In a school where the children would pass a creditable examination in spelling from the book, the weekly compositions showed a great lack of accuracy in the small words.

The plan of spelling sentences is an excellent one. In the few weeks that have passed since its adoption there has been much improvement.

In the first place an enthusiasm is more easily excited in the minds of the children; perfect attention is secured; the children are made familiar with words in common use, and a much greater degree of precision in the compositions is obtained. At the same time a large amount of valuable information may be conveyed in the sentences given. By the occasional use of longer words, the pupils are led to seek for their meaning, when they would attract no special attention in the columns of the spelling book.

Young teachers will find this exercise a great help in raising the standard of spelling in their schools. The plan might now and then be varied by allowing the pupils to bring in a limited number of sentences for the class to spell. At all events *keep up their interest*.

I. M. G.

CASES IN GRAMMAR.

In the February number of the *SCHOOLMASTER*, a writer opens the discussion of case by an article that by its criticisms, implies more than is plainly stated. J. G. S. evidently acknowledges that "to teach that relations are cases is erroneous." Yet instead of refuting this error, he proceeds to show the consequences of it—"what is involved in this teaching." In doing this he makes the assertion that there must be as many cases as there are relations. This consequence does not necessarily follow such teaching, for why may not relations be grouped into three or five or more classes, and the term case applied to the groups of relations? Sir John Stoddart says, "The relations of nouns to other nouns and verbs are infinite; but yet they are distinguishable into certain great classes;" these classes he calls cases. It is evident that relations have always been classed from the fact that different languages vary in their number of cases, not one having a separate case for each relation. The truth is, case is not a relation, but a device of language, whereby a noun or pronoun is made to show a relation.

Prof. Bowen, in his work on Logic says, "A relation exists neither in itself, *per se*, nor in the thing as different from itself, *per aliud*, but between the thing and some other thing with which it is compared." A ripe scholar of language adds to this the statement that two terms are necessary to a relation. Yet the relation is not in either—is not either, nor has it in itself anything but an ideal existence. Still by virtue of this ideal existence, if one term be given, the other immediately follows. Not only so, this relation may cause a change in one of the terms and thereby indicate itself. This changed position or form of the term serves to remind us of that invisible something called a relation. Again J. G. S. attempts to show that the use of prepositions must increase the number of relations, and consequently the number of cases. Here again he is wrong, for though prepositions should increase the number of relations, they would not necessarily increase the number of groups.

J. G. S. seeks to show that an absurdity would arise from the rule for forming the possessive singular. This rule is made by those who believe that case is an attribute of the noun or pronoun. Those who

believe otherwise certainly ought not to be held responsible for such a rule, but for one which they shall make. J. G. S. neither refutes this nor gives us one. In reference to the rule for the objective case, J. G. S. again interprets according to the notion he professes to oppose—that relations are cases. Agreeing with him that they are not, there can be no point at issue between us. Finally his last example wherein he makes the nominative to be the place of the objective, and vice versa is too absurd of itself, to show the absurdity of the error he seeks to oppose. It is seldom possible to mistake one of the three cases for the other without totally misapprehending a writer's meaning. We cannot help believing that the spirit of change, which for the sake of novelty, seeks to overturn established principles, is alike opposed to reason and to common sense.

INQUIRER.

SPECTRUM ANALYSIS.

The "University Series" supplies much valuable information, not to be found in larger and more expensive works. The first lecture of this number* presents a good outline of the science of Spectrum Analysis; but, as it is merely introductory to those that follow, we naturally find only such principles as are already familiar to those who have read the author's larger work.

The second lecture gives us the revelations of the spectroscope respecting the atmospheres of the planets; the colors of the fixed stars, and especially of the double stars; the wonderful star of 1866, which shone out in the Northern Crown; the nebulae, resolvable and irresolvable; the comets which have been examined during the last twelve years; and the motion of the fixed stars towards or from the earth. The description of the apparatus used in the author's observatory for the examination of the stars, his suggestion respecting the bright and dark envelopes of the comet of 1858, and the closing remarks respecting solar observations, are of special interest.

*No. 7—UNIVERSITY SERIES. SPECTRUM ANALYSIS: Three Lectures, by Prof. Roscoe, William Huggins, and Norman Lockyer. New Haven, Conn.: Charles C. Chatfield & Co. 1872. Pages 88. Price 25 cents. From Tillinghast & Mason.

In the third lecture, the recent discoveries respecting the sun are presented by one who is thoroughly competent to discuss the subject. If a student wishes to know how astronomers observe the spectrum of a spot, he can here learn how it is done, and obtain the testimony of the spectroscope as to the nature of the spot. We have wanted to know how observers now manage to examine the "red flames" without waiting for a total eclipse. Here we are told just how this thing is accomplished, and how we can learn whether the heated hydrogen is moving towards or from the earth. Our desire to learn more about the photosphere, the chromosphere, the corona, the faculæ, etc., is here gratified by Mr. Lockyer's explanation of the "new method of taking the sun to bits;" and our confidence in him is not diminished by his confession that "we only know very little about it [the sun], and that little is confined to a very limited region."

We thought we had a tolerably exact idea of spectrum analysis when, a few years since, we supposed that gases would always give bright lines of radiation, or dark lines of absorption, and only liquids and solids continuous spectra; that the same element would always give the same number of lines, of the same width, and in the same position. We then supposed that this new science could tell us what elements exist in the atmosphere of a heavenly body, and nothing more. Now we are taught that a gas may give only one line under certain circumstances, and several under other circumstances; that a dense gas may give a continuous spectrum; that the lines may wholly disappear, and a gas may fail to manifest its presence, if the absorbing atmosphere is not cooler than the radiant solid. Now we learn that the lines are thicker or thinner, according to the density of the absorbing medium; that these dense gases also produce a "general" as well as a "selective" absorption and radiation. We suppose that these lines gradually become wider and more numerous, and the general absorption or radiation increases, till the gas becomes so dense as to act continuously, like a liquid or solid; but just how much is due to density and how much to temperature, is not quite clear. Possibly, the number of lines may be dependent upon temperature. Again, we are now told that the position of these lines in the spectrum varies slightly, as the light wave is lengthened or shortened by the motion of the heavenly bodies. Thus the problem is becoming more and

more complicated ; but, as a compensation, we are thereby enabled to learn more and more about the density, temperature, and motion of the heavenly bodies, of which we formerly supposed the spectrum incapable of giving information. This is especially valuable in regard to motion. The telescope had told us of motion at right angles to a line joining the earth and the heavenly body ; but now the spectro-scope comes to our assistance, and tells us how rapid is the motion towards or from the earth. Thus one invention supplies what another fails to give us. There are many things yet to be cleared up. We confess that the sodium and hydrogen of the sun sometimes seem to us to transgress the law of the "diffusion of gases ;" but we presume that somebody will hereafter give a satisfactory explanation of their conduct.

D. W. H.

A WORD FOR OPPORTUNITY.

BY GEO. S. BURLEIGH.

It is a pet notion among strong natures that what we call "favorable circumstances" for development, are not so favorable after all, that repression is a better bid for a soul than coaxing, for what a man has in him will come out, and all the coddling and cockering of the Young Man's Assistant, are so much good gruel and grace thrown away on people who will not be great on any terms, or who will be great without that wet and dry nursing.

There is enough truth in the theory to make the few strong men, who create their own beginnings, dogmatic and supercilious towards all less successful,—and enough of error to throw obstacles in the way of struggling genius that wants but a lift at the outset to give it a career,—and to keep forever below the arena of a struggle, even, a vast array of latent talent that would rise to an effort and thence to noble success, were it once called out by early opportunity.

There are natures, no doubt, so superior to obstacles, that they may be said to thrive on them, like Mithridates, feeding on poisons ; and who come out of the furnace annealed and toughened by the fires that

wither others. The iron of their blood becomes blue steel; where they strike the rock of difficulty the fire flies; and their faces get thunder-proof in the ordeal. Yet, as the success of the Persian king does not sufficiently recommend a course of prussic acid and ratsbane, so the unsinged Hebrew children will not make a fiery furnace a favorite promenade for pupil-heroes. And it by no means follows that just that stubborn quality of endurance, that self-sufficiency of the self-made, is the most desirable thing they have about them. In fact when it is so, we are more than contented to forego their acquaintance, thank heaven for their saving power, if it serves the world, and keep out of their way.

Usually that hardihood is but the expensive over-shell, which protects a finer nature, acceptable not for itself so much as for what it conserves, and expensive in this, that it is a conversion of that fine nacre to a rude envelope, which might in stiller waters, have gone to the translucent pearl. Genial helpfulness, exquisite talent, creative genius, may grow up in this rough nurture, but are, none the less, dependent on their qualities and not their nurse, for their estimation. We admire the strength that could bring these varied gifts out of adversity, but it is, primarily, the gifts we want, and they certainly are not the creation of the force that exhibited them. The gold may be bedded in solid flint, and we be thankful for a sledge-hammer to extract it, but more thankful were it only in loose clay, to be had for the washing.

In a thousand unnoted souls are all the fine qualities of our nature, buried forever from the world, because there is not that iron background of indomitable will which makes the hero, nor the appreciative help from the strong, which should be its substitute. We are too wise to scorn the diamond we wash from the dirt, and glorify the quartz crystal that shines out from the rock; why not be wise enough, then, to discover and polish the crystalline souls encumbered with vulgar earth, and not lend all our admiration to the glittering show in fissures of stubborn flint? There is a discount, in the case of our rugged self-helper, who in battering down the ledges for a path to his fine genius, has hardened the sensitive nerves of touch, and made his approaches to his fellow-men more martial than social, more heroic than genial; his words are dashed at you, defiantly; his work

fights for a place ; every graceful curve in the lithe contour of his soul, is rough with armour, and we often lose the real sweetness of his mission in the harshness of his manner.

On the other hand, these fine qualities and noble gifts, drawn out by careful nurture and sunny sympathies, from a shy being who would have shrunk forever in silent seclusion, but for a little human helpfulness, have a more piquant flavor, and charm us the more for their timid grace. There is, moreover, the element of surprise to heighten the charm. A beauty or excellence that stands up in its place and challenges admiration, will get it, along with a good deal else, not so agreeable ; but the beauty we come upon unexpectedly, that we must lure out of its retreat by sympathetic approaches, wins a warmer admiration, and a love that makes us a party to its success.

The world is richer for every rare nature drawn from obscurity to unfold in the sunshine of a common helpfulness. There are a thousand divine gifts that are not the children of power, but only its foundlings,—a thousand traits of genius that have no compelling arm behind them, to thrust them into notice. If strength, self-sufficing and aggressive, were the one virtue of the world, brotherhood would be at a discount, and sympathy a weakness with no manly vocation.

Let me not be supposed to disparage the self-made man ; he is heroic and noble, a very acceptable piece of handiwork in his field ; but he does not stand for an exclusive type, nor the altogether admirable. There are men of God's making who are quite as lovely, quite as desirable in the world, quite as worthy of our recognition. They may hide, in unobtrusive modesty, the gifts they possess ; or may wither in unexpanded bloom for want of kindly training.

It is this waste of undeveloped genius, of fine talents buried in coarse clay, and lost to the world for lack of culture, that makes the broad bounty of democratic education even more beneficent than it sought to be in its primary purpose. Not ending in lifting the whole popular mass to the level of intelligent citizenship, it here and there brings out a creature of rare endowments, inventor or architect, poet or musician, orator or statesman, whom a humble origin and straightened circumstances would have left to perish in the merest struggle for animal existence.

It were idle to say that if these had anything in them it would have come out, without the charity of the state, or the prompting of interested benefactors. Perhaps it might, in some abortive fashion, like the lusty vigor of the vine, compressed under fallen stones. It will grow contorted and bruised, with knots and gnarls, twisted and pale, that can put forth no fruit for want of generous sunshine and beneficent space.

Wherein would the subtle art of Longfellow have found expression, had he been a cow-boy in the rural districts, without the benefit of a common school? He might have whittled ingenious water-wheels and wind-mills, or dug out of a starved brain some lachrymose doggerel, on the death of a chief malefactor, but would the whole civilized world have been as rich in delight, as he has made it by his fine culture? Burns could sing immortal strains from a heart that was all melody, while in the uncongenial task of guaging beer! But it *was uncongenial*, and even Burns might have fared worse, had he been so deprived of culture as to find that task congenial; and then what hope for any adequate expression of his smothered nature?

Opportunity is mother of more beauty and utility than sheer force of will can produce. Nature *plus* culture is a better capital than either nature or culture alone.

Away with the churlish theory that all worth will force its way into recognition, and what is most valuable in a mind is self-asserting, and master of circumstances; — while we see audacious sham a strutting millionaire, and modest genius in beggary. Such a notion would have consigned to oblivion a thousand beautiful and bountiful natures, who have gladdened and glorified our humanity by their constructive talents or creative genius; and it would be but a sorry consolation in their loss, to know that the sturdy theorist justifies his notion in the artistic way these men set stone traps for woodchucks, or pile their mud-stacks in the peat-bogs. No doubt the rudimentary Milton is there, but he does not sing; the choked vine asserts its nature, but it bears no purple clusters. Make opportunity as broad as humanity and the world will be astonished at the wealth it has suffered to run to waste.

THE QUEEN'S ENGLISH.

BY PROF. J. E. BOISE.

An American cannot be long in English society without receiving, in some form or other, and to his great astonishment, the hint that he does not speak English. As a counterpart to this, I have heard intelligent and educated Americans say that we, in this country, speak the language more correctly than they do in England. For my part, I am willing to let John Bull and Brother Jonathan each entertain his present comfortable opinion of himself; although I cannot fully agree with either of them.

Without discussing the question whether we talk English, or American, or Yankee, or Choctaw, or some unnamed language, I am always convinced, when I am in London, that we do not, at all events, talk Cockney; and that not many of us would wish to do it, if we could.

To an educated American, the language of London—which is now the fashionable language of all England—is a curious and interesting study. First of all, the very tones of a sentence, in its utterance are peculiar. If an Englishman, (especially a cockney,) and an American were conversing in an adjoining room, where I heard only the tones without distinguishing the words, the difference in the mere sounds would be as great to my ear as that between "God save the Queen" and "Yankee Doodle." No other nation intonates in any thing like the same way as the English. The German has his peculiar inflections of voice, the Frenchman has his, and the American his. Most widely removed from all is the Englishman's. The English conversational tone is in general much slower and more deliberate than the American. The English tone, to an American ear, especially when carried to the excess of a thorough-bred Cockney, sounds drawling, sing-song, obsequious; the American, to an English ear, especially when spoken by *Shoddy-on-his-travels*, sounds quick, flat, nasal, pert, irreverent, vulgar. Hence, the two have a natural and hearty dislike of each other's ways. For my own part, being something of a cosmopolitan, I dislike both about equally. In other words, I think every scholar, every man who aims at any thing like culture, will avoid the extremes of either nationality.

• But it is not in the tones alone that the Englishman and the American differ. In the pronunciation of many words the two are wider apart than Americans generally have any idea of. I will mention a few instances, which I jotted down in my note-book while abroad. In both houses of Parliament I heard *schedule* invariably pronounced *shedule*, (u as in tune, without the sound of y before it); in the same way, *schism* is often pronounced *shism*. The common word *revenue* was pronounced *re-vén-yew*; *income*, *ink-üm*; *sinister*, *st-nister*. The words *cheer*, *year*, *hear*, and others like them, have a very peculiar sound: *chër*, *yër*, *hër*, with the final r scarcely audible. The old verse, "He that hath ears to hear let him hear," becomes in the genuine Cockney dialect (of course leaving off the h), 'e that 'ath a-ahs to a-h, let 'm a-ah. I do not think this exaggerates the peculiarity. In fact, I was often, very often, unable to understand the most common words and phrases. The omission of the letter r, noticeable in some parts of this country, is still more observable in England: *war* is *wah* (a as in law), *far* is *fah*, etc., etc. The Marquis of R—— spoke "in favauh" (favor) of a certain "lettah" (letter); but there were certain points which he proposed to "pass ovah" (over.)

Again, many words are in common use to which we are strangers; as *tramway*, for *street-railway*, or *horse-railway*; *flesher* for *butcher*, is common in Scotland, although I did not observe it in England. Every where in London one sees *silk mercer*, *linen draper*, *woolen draper*; and the *woolen draper* sells *trousers* or *trowsers*; he doesn't know anything about "pants." *Green grocer* is a very convenient word for which we have no substitute, to denote one who sells fresh vegetables and fruits. "Furniture moved and *warehoused*" is a common sign. *Coker nut candy* was advertised by confectioners near my lodgings both in London and in Oxford; but the schoolmaster didn't live just there.

In the use of words familiar to us, I noticed some peculiarities which at least are not nearly so common with us. I heard "very pleased" constantly in London, Oxford, and Cambridge, from the lips of educated people. "Yes," pronounced in a twinkling, without any addition of *sir* or *ma'am*, is heard from all classes and all ages. Anxious, pains-taking *papas* and *mammas*, make a note of it:

your unmannerly children, who always forget to put on the sir, or the ma'am, are in the very latest London fashion. If you have spoken to any one, and he fails to understand, wishing you to repeat, he will not say "What?" or "How?" or "I didn't understand;" but, "I beg your pardon?" uttered with rising inflection, and lightning rapidity. I must confess, I became quite partial to this form of expression. If you have done any one a favor, he doesn't say "I thank you sir," or "I thank you," but simply "thanks!" The unmeaning, or often false, expression, "you know" reaches its greatest absurdity in London. A public speaker, to whom I listened, used the word "directly" in the sense of "as soon as." *E. g.*, "Directly I heard he was ill, I went to see him." The word "without" in the sense of "unless" is also heard. "Without you do this, I shall be *very displeased*."

The habit of repeating an initial syllable an indefinite number of times, almost like a stammerer, and also of putting in after a word the sound ah, is fearfully fashionable and disgusting. *E. g.*, "I wish to-t-t-t-t-t," etc., repeated a dozen times with great rapidity, not by those who stammer, but as a mere fashion or affectation. "The-ah," "when-ah," "and-ah-ah-ah-ah," "the other-ah-ah-ah-ah noble lords," are taken from the lips of the Lord Chancellor, Lord Hathaway (George Pagewood).

Examples like the above might be multiplied indefinitely; but perhaps I have already said more than enough. I have no wish to "pay off" the English for the fun they have made of us; still less, to caricature them, although the task would not be difficult. Nor do I think Uncle John would like his portrait, painted by a Yankee, any better than Brother Jonathan has fancied his, as it has often been painted by Cockneys. The externals of which I have spoken are disagreeable—some of them, at least—but they are only externals. Beneath them, the warm and true English heart beats responsive to ours. We are in fact one nation, one people; with one language, one literature, one history; having one rich inheritance of freedom—the richest on earth—transmitted to us through many agonizing struggles for civil and religious liberty. I truly love England: I love her people. Above all, I love that Christian doctrine, which I hear preached in England with the same fervor and plainness and affection as in my own country; and which, more than every thing else, binds us together in unfeigned sympathy.—*Illinois Teacher*.

EASTER.

BY MRS. A. D. T. WHITNEY.

Do saints keep holy day in heavenly places?
Does the old joy shine new in angel faces?
Are hymns still sung the night when Christ was born,
And anthems on the Resurrection Morn?

Because our little year of earth is run,
Do they make record there beyond the sun?
And in their homes of light so far away
Mark with us the sweet coming of this day?

What is their Easter? For they have no graves.
No shadow there the holy sunrise craves,—
Deep in the heart of noontide marvelous
Whose breaking glory reaches down to us.

How did the Lord keep Easter? With His own!
Back to meet Mary where she grieved alone,
With face and mien all tenderly the same,
Unto the very sepulcher He came.

Ah, the dear message that He gave her then,—
Said for the sake of all bruised hearts of men!
—"Go, tell those friends who have believed on me,
I go before them into Galilee!"

"Into the life so poor and hard and plain,
That for awhile they must take up again,
My presence passes! Where their feet toil slow
Mine, shining-swift with love, still foremost go!

"Say, Mary, I will meet them. By the way,
To walk a little with them; where they stay,
To bring my peace. Watch! For ye do not know
The day, the hour, when I may find you so!"—

And I do not think, as He came back to her,
The many mansions may be all astir.
With tender steps that hasten in the way,
Seeking their own upon this Easter Day.

Parting the veil that hideth them about,
I think they do come, softly wistful, out,
From homes of heaven that only *seem* so far,
And walk in gardens where the new tombs are!

—*Scribner's for April.*

READING IN SCHOOLS.

There is a little book entitled "Reading without Tears," which we have never seen, but suppose it to be some great classic, rarely taken from the Public Library; for an examination of the most popular books in some of our libraries would consign a large number of cheap story books to the classification of "Reading badly Torn." It is impossible to note the large number of underdone books devoured by readers between the ages of eleven and twenty-two, without asking whether this is the proud result of our public-school system, which puts it in the power of all the children of the country to read, and has nothing to do with teaching them what to read.

There is little in the course of instruction in our common schools which has a tendency to awaken or satisfy the higher powers of the child's nature. He is taught letters and figures and a few facts, and almost the only use to which he is likely to put them is that which grows out of his ordinary life afterward,—the reading of his newspaper, the keeping of accounts, the writing of a business or friendly letter. Toward this restricted use the whole course of education gravitates, but not by this use is the child and future citizen made most ready for his place, and it is wrong that the application of letters to the higher uses of the child's nature should be left to chance. The common schools fail of their end unless they tend by the system they adopt to call into action the highest and noblest powers of the mind.

In a word, literature is not taught in our schools. In our high schools, boys and girls are sometimes taught the history of that which has no existence to them, but in common schools and high schools alike it is rare that the course of instruction ever suggests the noblest use of the alphabet. Yet there is no other time of life than that embraced by the common-school course so fit for the child's introduction to the highest, finest literature of the world. We let the years go by when he might know Homer, Dante, Shakespeare, Chaucer, Spenser, with the simple knowledge of a mind innocent of foot-notes, and at length the man, who has somehow come to wish for these books, is led up to them through the medium of critics and historians.

How many educated persons even, would not confess that they enjoyed criticism upon a great writer more than the great writer himself; how many would not read Taine's "English Literature," and leave the books that Taine writes about, wholly unread, or read with effort as a task?

There are very few persons who would learn to read if left to themselves; they have to thank the State that they were made to read by those who knew their needs better than themselves. There are very few who would, if left to themselves, take up the great masters of literature, but that does not prove any natural incapacity. Why should not the wise guardians of public education incorporate into the common school system a compulsory reading of pure literature, graded according to the years of the pupil? We know of no other means by which children may be given a love for the best literature, and so guarded against the mean, ignoble book.

Practically, the plan supposes a list of a dozen or twenty books to be read by the classes during the course of instruction,—the books to constitute the library of the school, and copies to be multiplied as the size of the school may demand. It does not call for rigid examination, or historical study. Its aim is to inculcate the love of reading, and this our common schools utterly fail to do. The public library cannot do it; it can only furnish the means for gratifying a taste already formed. The newspapers do not do it; they satisfy all the demand they create. Publishers and booksellers cannot do it; they must follow far more than they can lead. There is no power which can fight the "Reading badly Torn," but the common schools with this adjunct.—*Riverside Bulletin*.

Blancourt says that the making of plate-glass was suggested by the fact of a workman happening to break a crucible filled with melted glass. The fluid ran under one of the large flagstones with which the floor was paved. On raising the stone to recover the glass, it was found in the form of a plate, such as could not be produced by the ordinary process of blowing.—*O. Optic's Mag.*

**QUESTIONS FOR CANDIDATES FOR ADMISSION TO STATE NORMAL
SCHOOL, FEBRUARY, 1872.**

ARITHMETIC.

1. Subtract 363 trillionths from 787. and divide the remainder by four-fifths of .02.
2. From two-thirds of a ton subtract 17 pounds, and find what part of a ton the remainder equals.
3. A and B dig a ditch 40 feet long, 6 feet wide and 4 feet deep in 5 days, B digging two-fifteenths of the ditch each day. In what time would A alone have dig the ditch?
4. If rectangular building lots, measuring 40 feet by 100 feet, are sold for \$400 each, what price per acre is obtained for the land?
5. At \$10 per cord, what will be the cost of a pile of wood 18 feet long, 6 feet 4 inches high, and 4 feet 8 inches wide?
6. What is the difference between the compound and the simple interest of \$100 for 2 years, 2 months and 2 days, at 6 per cent., the compound interest being due semi-annually?
7. At what discount must stocks yielding an annual dividend of 8 per cent. on the par value, be bought, that the investment may yield 9 per cent. on the money invested?
8. I bought goods for \$100, paying cash for them May 1, 1870. On the first of February, 1872, I sold the goods for \$105. What per cent. was gained on the money paid for the goods, money being worth 6 per cent. per annum?
9. Which is the better investment, 8 per cent. stocks at 20 per cent. discount, or 12 per cent. stocks at 15 per cent. premium?
10. A man bought a house at a discount of 30 per cent. upon its appraised value, and sold it for 15 per cent. more than its appraised value. He received \$5,000 for the house. What did he pay for it?

GRAMMAR.

1. Correct the following sentences :
I expected to have gone yesterday. Each one of us have as much as we can do. I saw him five years since. Washington will be remembered as him who was the Father of his country.
2. Write the plural of spoonful, courtmartial, radius, memorandum, corps, hose, turkey, motto, mosquito, criterion.
3. Parse the words in capitals in the following sentences :
The estate is WORTH ten thousand DOLLARS. The well is ten FEET DEEP. NOW is your time. You will gain THEREBY. I found him ALONE. He returned HOME. I want a hero—an uncommon WANT. Last CAME Joy's estatic trial.
4. How are verbs divided according to their use?
5. How are verbs divided according to their form?
6. Write the principal parts of teach, arise, throw, lie, and dive.
7. Can the same verb be both transitive and intransitive?
8. How do shall and will differ in meaning?
9. What is meant by the object of a verb?
10. What is meant by the object of a preposition?

GEOGRAPHY.

1. Why is the Torrid Zone the warmest part of the earth?
2. Which is the longest, a degree of longitude near the Arctic Circle, or a degree of latitude, and why?
3. Name two European capitals having nearly the same latitude as New York city.
4. Where is the highest mountain range in Asia, and what is its name?
5. Describe the position of the principal plains and table-lands of North America.
6. What determines the direction of the Hudson River?
7. What portions of South America are nearly rainless, and why?
8. Why is Rhode Island so extensively engaged in manufacturing?
9. Name one of the United States that resembles Portugal in area.
10. Name the States or Territories that are separated by the Missouri River, also those through which it flows.

SPELLING.

1. Aqueduct. 2. Receive. 3. Circumference. 4. Believe. 5. Rheumatism.
6. Separate. 7. Facetious. 8. Symmetry. 9. Accommodate. 10. Vermilion.

EDUCATIONAL INTELLIGENCE.

EDITED BY G. E. WHITEMORE.

The Second Annual Report of the Board of Education, together with the Twenty-Seventh Annual Report of the Commissioner of Public Schools of R. I.,

Is published and ready for distribution among the school officers and schools. This document contains the Report of the Board of Education; Report of the Trustees of the State Normal School; Report of the Principal of the State Normal School; Report of the Commissioner of Public Schools; with Extracts from School Reports of the various Towns.

The Commissioner gives valuable statistical tables. A list of City and Town Superintendents and their salaries; School Legislation of 1870-71; Teachers' Institutes; Evening Schools; the R. I. Educational Union; School Officers; Board of Education; Duties of School Officers, including School Committees, Town Superintendents, Trustees, Clerks, Treasurers and Collectors; the State Normal School; Illiteracy in Rhode Island; Relations of Illiteracy to Crime; the Remedies for Illiteracy; Teachers' Associations; the RHODE ISLAND SCHOOLMASTER; Women as School Committee; Drawing in our Public Schools; Teachers' Certificates; Official Work, &c. The discussion of these subjects is of practical value to the friends of education in our State, and it is very desirable that the present report should have a circulation among all the families in our State. In our next number we shall print further extracts from the report, giving at this time a portion of the statistics contained therein:—

"The following statistics exhibit the workings of our public school system during the year ending April 30, 1871. So far as they are correctly reported, they are

more valuable than words, to those seeking to know the actual condition of educational affairs in our State. A careful attention is therefore called to the following facts :—

Number of towns in Rhode Island, 86. Number of towns in Providence County, 15; in Newport County, 7; in Washington County, 7; in Kent County, 4; in Bristol County, 3. Number of children in Rhode Island under fifteen years of age, 64,980; Increase in ten years, 7,996.

No. of School Districts in the State, 1870, 423; increase for the year, 3.

“ Summer schools, 682; increase for the year, 99.

“ Winter Schools 719; increase for the year, 84.

“ Teachers in Summer Schools, 695; increase for the year, 44.

“ “ Winter “ 722; increase for the year, 11.

REGISTRATION AND ATTENDANCE AT SCHOOL.—Whole number of children in the State under 15 years of age, 64,980. Number of pupils registered in Summer Schools, 26,447; increase over last year's report, 880. Number of pupils registered in Winter Schools, 23,896; increase over last year's report, 82. Average attendance at Summer Schools, 21,821; increase over last year, 1,773. Average attendance at Winter Schools, 23,150; increase over last year, 715.

PERCENTAGE OF POPULATION BETWEEN 5 AND 15, REGISTERED IN PUBLIC SCHOOLS.—In Summer, 63 per cent.; in Winter, 69 per cent. Per cent. of average attendance on total school population, 53 per cent.; per cent. of average to whole number registered in Summer, 82 per cent.; per cent. of average to whole number registered in Winter, 85 per cent. Estimated number between 5 and 15 years, 42,000; estimated number of pupils in Private and Catholic Schools, 7,500; estimated number instructed at home or detained from school as invalids, 1,000; estimated number at public and private schools or instructed at home, 38,000; estimated number not in attendance at school during the year, about 4,000; estimated percentage of school population under instruction, .90; estimated percentage of school population not under any instruction, .10, or one child in every ten between five and fifteen years of age.

TEACHERS AND TEACHERS' WAGES.—Number of Male Teachers in Summer Schools, 92; increase over last year, 17. Number of Female Teachers in Summer Schools, 703; increase over last year, 27. Total increase over last year, 44. Number of Male Teachers in Winter Schools, 169; decrease from last year, 9. Number of Female Teachers in Winter Schools, 552; increase over last year in Winter Schools, 19. Total increase of Teachers over last year, 55. Average wages per month, including board, in Summer Schools, \$32.52; increase over last year, \$1.38. Average wages per month, including board, in Winter Schools, \$38.24; increase over last year, \$2.38.

LENGTH OF SCHOOL YEAR IN WEEKS.—Providence County, 36 weeks; Newport County, 34 weeks; Washington County, 28 weeks; Kent County, 31½ weeks; Bristol County, 39½ weeks. Average school year for the State, 34 weeks.

FINANCES FOR THE SCHOOL YEAR ENDING APRIL 30, 1871.—*Receipts.*—Amount of State appropriations for public schools, \$90,000 00; amount of Town appropriations, \$315,348 84; amount from registry taxes and other sources, \$36,363 19; amount of District taxes, \$58,951 66; amount of balance unexpended last year, \$13,377 32. Total receipts from all sources, \$514,040 51.

Expenditures.—Amount expended for Teachers, &c., \$312,325 78; amount expended for School-houses, &c., \$148,834 68. Total expenditures, \$461,160 41.

CITY AND TOWN SUPERINTENDENTS AND THEIR SALARIES.

Cities and Towns.	Supts.	Salaries.
Providence.....	Rev. Daniel Leach.....	\$2,500
Newport.....	A. D. Small.....	2,500
Barrington.....	Rev. Francis Horton.....	25
Bristol.....	Robert S. Andrews.....	350
Burrillville.....	Rev. Mowry Phillips.....	Salary not fixed.
Charlestown.....	A. A. Saunders, M. D.....	" "
Coventry.....	George G. Wilbur.....	" "
Cranston.....	Rev. D. G. Anderson.....	200
Cumberland.....	Rev. F. S. Newell.....	250
East Greenwich.....	J. W. Congdon.....	Salary not fixed.
East Providence.....	Charles L. Hazard.....	150
Exeter.....	J. P. Clarke.....	Salary not fixed.
Foster.....	George S. Tillinghast.....	25
Glocester.....	Rev. D. C. Wheeler.....	100
Hopkinton.....	B. P. Langworthy, Jr.....	\$2.50 each day's service.
Jamestown.....	Peleg C. Carr.....	No salary.
Johnston.....	W. A. Phillips.....	50
Lincoln.....	Lysander Flagg.....	100
Little Compton.....	W. P. Macomber.....	Salary not reported.
Middletown.....	John Gould.....	" "
New Shoreham.....	Giles Peabody.....	" "
North Kingstown.....	Daniel G. Allen.....	" "
North Providence.....	Andrew Jenks.....	500
North Smithfield.....	Rev. C. R. Fitts.....	50
Pawtucket.....	Rev. S. O. Seymour.....	200
Portsmouth.....	George Manchester.....	No appropriation.
Richmond.....	Rev. Gilbert Tillinghast.....	\$1 each school visit.
Scituate.....	William H. Bowen, M. D.....	140
Smithfield.....	Rev. M. B. Burlingame.....	100
South Kingstown.....	J. H. Tefft.....	150
Tiverton.....	Mrs. Moses T. Lawton.....	20
Warwick.....	Rev. O. P. Fuller.....	200
Warren.....	George L. Cooke.....	No appropriation.
Westerly.....	S. H. Cross.....	
West Greenwich.....	C. F. Carpenter.....	50
Woonsocket.....	Rev. E. Douglass.....	300

EAST GREENWICH.—At a meeting of the teachers of the public schools in East Greenwich, on Friday morning, March 8th, it was

Resolved—1st, To form a Teachers' Association, to be composed of the teachers and officers of the public schools of this town.

2d, That the officers of this association shall consist of a President, Vice President, and Secretary who shall act also as Treasurer; and a Board of five Directors.

J. Frank Burdick was chosen President, and Miss Emma Mathewson, Secretary.

WARREN.—The following gentlemen have been elected School Committee for the ensuing year:—George L. Cooke, Leander C. Manchester, Samuel H. Dexter, George S. Brown, Benjamin Barton, Benjamin M. Bosworth, Jr., Henry B. Hibben, James M. Peck, Charles J. Rogers.

Three thousand eight hundred dollars was appropriated for the support of public schools.

PAWTUCKET.—On February 22d, Mr. Phaneul E. Bishop, who for more than four years has been a most successful and popular teacher at the Grove Street Grammar School, Pawtucket, closed his labors as Principal of the school, leaving the profession in which he has so long and so worthily been engaged, to devote his entire attention to preparing himself for his chosen profession of medicine. It is a loss to the cause of education that one so well adapted to instruct is hereafter to perform his daily duties outside of school-room walls. The closing exercises, which consisted mainly of creditable recitations, songs and select readings, were largely attended by many of the citizens of Pawtucket and prominent friends of education. Some sixty dollars worth of gifts were given as prizes to various pupils, for excellence in their studies, attendance, &c., and after Mr. Bishop had made a brief, earnest and fitting farewell speech, the pupils and Miss Emma F. Martin, his assistant teacher, took the matter into their own hands, and the tokens of regard that were showered down on Mr. Bishop from the various classes and Miss Martin, coupled with earnest expressions of friendship, gave abundant evidence that he was leaving many warm-hearted friends. We could not learn from whom each gift came, but among them we noticed a handsomely bound set of Shakspeare's Works, a gold-lined silver goblet, a volume entitled "Yesterday, To Day, and Forever," a beautiful pair of vases containing flowers, and an illustrated volume on the "Wonders of the Yo Semite Valley." Miss Martin was also presented with an elegant gold ring by the pupils. Brief remarks were made by Rev. S. O. Seymour, the Superintendent, Dr. B. Carpenter, Hon. T. W. Bicknell, and Mr. G. E. Whittemore. Surely no teacher ever yet parted with a more grateful school or a more appreciative district.

NEWPORT.—One of the most enthusiastic educational meetings held for many years in this city met in the Coddington School House on the 22d of March, the sessions continuing throughout the day and evening. Among the speakers were Col. T. W. Higginson, Hon. T. W. Bicknell, A. D. Small, Esq., Superintendent, and N. J. Littlefield, Principal of the High School. We are pleased to see the teachers called upon to address those whose children they instruct, and hail the coming of the time when such addresses shall be reckoned among the important duties of Principal Teachers. An evening High School to hold sessions on three evenings of each week has been opened.

SOUTH KINGSTOWN.—We are informed that the lady teachers of this town do not attend the teachers' meetings as fully as the gentlemen. If that is true, we suggest that the ladies be put in charge of the meetings, and if the experiment works as well in this case as it has in Providence and other places, no further trouble on that score need be anticipated.

CONNECTICUT. MYSTIC BRIDGE.—We learn that the Mystic Valley English and Classical Institute, John K. Bucklyn, Principal, which is located in this beautiful town, is in a highly prosperous condition, and is on the eve of an enlargement of its educational facilities.

WE have received from IVISON, BLAKEMAN, TAYLOR & Co., New York, specimen copies of a new style of writing-book, patented by a New York city grammar master. Instead of a book, we have an envelope, which contains the usual amount of paper found in a writing-book, only it is in half sheets, with copies on both sides. The design is mainly to secure uniformity in thickness so as to secure a continuous rest for the hand. The arrangement certainly has some very strong recommendations, for the evil it seeks to remedy is a grave one, as we all know, who have taught writing. Before we could give an entire endorsement, we should like to try them and see if a boy could get along without losing or tearing his leaves. The copies on these books are of the Spencerian style, and contain some very handsome specimens of penmanship.

A VALUABLE AID TO MEN OF BUSINESS AND TO LITERARY PEOPLE.—The publishing house of L. Prang & Co., Boston, hitherto known to the public only through their celebrated chromos, have entered an entirely new field by bringing out "*Schem's Universal Statistical Table*," a publication containing the most important statistical facts relating to *all the countries of the world*, such as the area of each country, form of government and head of the same, population, expenses, debt, paper money, amount of recirculation, standing army, navy, merchant vessels, imports, exports, chief produce, coins and their value in gold, weights and measures, railroads, telegraphs, capitals and principal cities, together with number of inhabitants, etc., etc.

The amount of interesting and noteworthy facts condensed here in so small a compass is almost incredible, and their arrangement on the table, when this is mounted on two sides of a sheet of card-board, as directed, is most convenient for reference and comparison.

Every man of intelligence will welcome this new practical aid to our knowledge of the world's doings, and, we have no doubt, will accord it a prominent place near his writing desk.

A similar German publication, edited by Dr. Otto Hubner, in Frankfort, and upon which this is based, has run already through twenty yearly editions—proof evident of its great practical value. The name of Professor Schem, the American editor, is a sufficient guarantee that the work has been done most thoroughly and conscientiously. The price of the table is merely nominal. (25 cts.) All news and book dealers keep it for sale.

THE GREAT INDUSTRIES OF THE UNITED STATES, is the title of a book of great value, which it has been our privilege to examine. It contains a brief and interesting history of the rise, growth, prosperity and financial successes of our leading industrial pursuits, and in doing this, the secret of our marvellous development of wealth and power is laid open to us. The cunning brain and hand have, with the blessing of God, wrought great things for the American people, and the man or woman who would secure a good knowledge of the triumphs of industry and inventive skill will find the most abundant proofs of the same in this American Encyclopedia of skilled labor and art. As a book for schools and families it is very readable and full of interesting information. To all classes who are interested in the problems of social and labor reform, this will be a valuable instructor. It is

edited by able men, skilled in a thorough knowledge of the many subjects treated upon in the work, and the illustrations of manufacturies, machines, and methods of labor give to it a double value. To many, the fact that we have extensive and varied industries will be a pleasant surprise. The book contains 1304 pages, is published by the enterprising house of J. B. Burr & Hyde, Hartford, and is sold in Rhode Island by the well-known agents, J. T. & M. Y. Wilcox, 124 Canal street, Providence, R. I.

A MANUAL OF ENGLISH LITERATURE: A Text-Book for Schools and Colleges, by John S. Hart, LL. D., Trenton, N. J. Published by Eldredge & Brother, No. 17 North Seventh St., Philadelphia. 1872.

This volume is very comprehensive in its plan, dealing with every English author of note from Chaucer to "Bull Run" Russell, of the London Times. The authors are well classified and grouped to aid the memory of the student and general reader, and the topics are methodical and treated with clearness, force and fresh interest. The number of authors treated upon, allows in such a work but little room for each, and many of them have but little claim to favor, or to an influence of any great value upon literature or their times. We should prefer to use this work as a book of reference than as a text-book, and the author has done good service for the schools and literary men of the land by making this valuable compend for their use. No single volume that we have seen contains so much of interesting material as this book of Dr. Hart's, and we are glad that his life-long studies have ripened in a work of such great value, as the fruits of his labors.

We have received from Ginn Brothers, Boston, Vols. 1 and 2 of a work by Rev. H. N. Hudson, entitled **SHAKESPEARE, HIS LIFE, ART AND CHARACTERS**, with an historical sketch of the origin and growth of the drama in England. With a short review of Shakespeare's life, the author gives a full, able and critical analysis of each of his dramatic works. An enthusiastic admirer and student of our great English poet, he has given the best studies of matured mental powers to the exposition of the truth and spirit of the poet's life work. Mr. Hudson's style is strong, clear, natural and untrammelled by the opinions of others. He speaks the honest convictions of an honest heart, inspired with an honest purpose to write his own convictions. Originality and freshness hold the reader to the thoughts of the author. To understand Shakespeare's genius, we may now read an author, who more thoroughly than any other, has studied his character and writings and become imbued with his genius. The readers of the Schoolmaster, who are lovers of Shakespeare, will do well to read these volumes, which we believe are the most able criticisms, now extant, of the poet's works.

OUR EXCHANGES.

EVERY SATURDAY in its new form, or rather in its return to its original design, demonstrates the fact that there was a field of foreign literature not before gleaned. Seeking more for the *choice bits*, than for the best articles or *wholes*, the editor succeeds in making up a very interesting miscellany each week of the current literature

of the old world, and thus enables one by the use of a comparatively brief time, to become familiar with its best authors. We trust it will meet with sufficient patronage to command its continuance.

We welcome to our table *THE PENN MONTHLY*, a magazine "devoted to literature and social science," and published in Philadelphia, under the wing of the University of Pennsylvania. The number for March, which lies before us, bears evidence of good scholarship, sound judgment, and correct views in its contents; still it would seem that for a general circulation it is rather too heavy. Not that we would disclaim against any attempt to raise the popular standard for magazine literature, for we confess that it is low enough, but we doubt the possibility of bringing the people up, all at one step. We shall hope to see more of our friend.

GOOD HEALTH, for April, contains "Food or Fuel," a good physiological article; "Light and Sound," a popular statement of the general principles of optics and acoustics; "Notes on Salt," which contain some facts for the doctors to account for; and the editor's reason "Why Doctor's Disagree." Besides these articles there is the usual variety of minor pieces.

THE OVERLAND is to be congratulated on now being able to enter the field each month side by side with its compeers, instead of from one to two weeks behind the times. The April number lies on our table, full of good things. First there is a "Ride through Oregon," whereby one may obtain quite an idea of California's sister State; then an unique article on the "Northern California Indians," wherein the author endeavors to dignify the somewhat doubtful reputation of these unfortunates, with a tinge of romance. "The Wants and Advantages of California," is commended to all who want to know whether it is best to emigrate or not. One can soon make out if he is wanted. Fiction is rich and offers a wide variety.

HARPER, for April, has number two of both "The City of the Little Monk," by M. D. Conway, and "Naval Architecture, Past and Present." We also have the opening article of the "Story of Tammany," which we opine will be as interesting reading as one would desire. We hope it won't make converts to that style of doing things. The serials appear in good force, while there is the usual number of shorter sketches. Last, but not least, are the Easy Chair, Scientific Record, Historical Record, and Drawer, all overflowing with wit and wisdom.

THE CONGREGATIONALIST, we notice, still has some difficulty in convincing all of its confreres that its elder brother the *Boston Recorder*, is the oldest religious paper in the country. We think it would do better to claim for itself the position of being the best paper. At any rate, the paper that claimed to be superior to it, would have a hard case to establish; for we are confident no paper is printed, better adapted to meet the demands for a religious, family paper. Even to those who differ with the faith it teaches, and it gives no uncertain sound, it commends itself for its catholicity.

Out of a full and very attractive table of contents for the April *SCRIBNER*, we select as specially apropos, "Awakened Japan," "Hidden Treasures," by Schele De Vere; "The Silent College at Washington," and "The One Human Race," by Professor Tayler Lewis. We judge the latter article contains some points for the advocates of a diversified origin of humanity to settle before they can be said to

have fully established their position. Warner's "Back Log Studies" need no word of commendation. When we know that they are to be found in "Scribner," that makes "Scribner" a necessity. In "Topics of the Times," Dr. Holland says his say in a very clear way on several of the leading questions of the day. Among them he discourses on "Hepworth and Heterodoxy," and in the course of his article pays his respects in a pungent way to "Warrington," the notorious correspondent of the *Springfield Republican*, who assumes critical charge over "all the world and the rest of mankind." We congratulate the Doctor on his skill in the use of the scalpel.

The April *LIPPINCOTT* lacks somewhat of its usual variety. Its illustrations, however, are to be highly commended as being far ahead of the usual magazine standard. Indeed, its whole typographical appearance is very fine, and goes far to secure for it a welcome at every one's hands. Quite interesting reading is to be found in Horatio King's "Reminiscences of the Early Stages of the Rebellion." Rossel, the last great sacrifice demanded by His Majesty (?) President Thiers, from the Paris Commune, is apotheosized by Margaret T. Preston.

GODEY'S *LADY'S BOOK* has during the past year been giving a series of cartoons, "Miss Lollipop's Party," by Bensell, in which there is concentrated a great deal of both fact and fancy. They are not caricatures, and yet one sees many points which elicit a merry laugh. With the coming of spring "Godey" will be in great demand, and we have no fears but he will prove equal to the emergency.

THE *NATIONAL BUSINESS INDEX*, is the title of a new monthly issued at Chicago, for fifty cents per year. As its name indicates, it is not a summary of news, but an index, and seem to be true to its purpose. Its educational notes, however, are rather old, but we presume when the machinery is in good running order it will grind out its grist with more rapidity.

"NOBODY'S CHILD."—That most beautiful and popular little poem, entitled "Nobody's Child," was written by Miss Phila H. Case, Towanda, Pa., and originally appeared in the *Schoolday Visitor Magazine*, published in Philadelphia in March, 1867.

We are glad of this opportunity to call the attention of our readers to this excellent periodical. For the price it is one of the *best* of the many juvenile magazines now before the public.

For news of printers and papers commend us to the *AMERICAN NEWSPAPER REPORTER*, published weekly by Messrs. George P. Rowell & Co., the enterprising advertising agents, New York.

What the above is to the newspapers, THE *PUBLISHERS' AND STATIONERS' WEEKLY TRADE CIRCULAR* is to those branches of business. The Circular is published by F. Leypoldt, late of the firm of Leypoldt & Holt, New York, a thorough bibliopolist, and having no special interests to subserve. We have, therefore, for the first time, we believe, a reliable publication in this department, and trust it may be sufficiently well supported to be continued. We are indebted largely to its columns for our list of "Recent Publications."

ECLECTIC MAGAZINE.—The April number of the *ECLECTIC* is embellished with a finely engraved portrait of Charles Sumner, which, as the publisher announces, in-

itates a series of the more eminent men in American public life. The portrait of Mr. Sumner is a very handsome one, and the series will impart exceptional value to the current volumes of the magazine.

The Leading article of the April number is a suggestive essay on "The Later English Poets," including Swinburne, Rosetti, and Morris. The remainder of the contents are highly varied and interesting.

OLIVER OPTIC'S MAGAZINE, for April, "fresh bright and sparkling" as April rain drops, is in the hands of subscribers and on the counters of the newdealers and booksellers. It contains a choice variety of both interesting and instructive matter for old and young.

THE YOUTH'S COMPANION is a welcome visitor at our table. We always find it well worthy of a perusal, while it is a source of unfailing amusement and interest to the little folks.

Among the juveniles, MERRY MUSEUM, the friend of our early days, still holds its rank as a magazine of unexceptional character and of a high order of merit. Under its present management it shows a constant improvement, and deserves a hearty support.

TEACHERS' BULLETIN.

WANTED—A situation as Principal of a Graded School, by a gentleman who has taught several years in one of the towns of Rhode Island. Can give the best of testimonials. Application may be made to T. W. Bicknell, Commissioner of Public Schools.

ALPHABETICAL LIST OF RECENT PUBLICATIONS.

Barnes, Albert. Notes, Explanatory and Practical, on the First Epistle of Paul to the Corinthians. Revised ed., with Maps and Illust. 12mo. pp. 319. \$1.50. N. Y., Harper & Bros.

Butler, G. The Public School Atlas of Modern Geography, in 31 Maps, exhibiting clearly the more important: Physical Features of the Countries delineated, and noting all the chief places of Historical, Commercial or Social Interest. Edited, with an introd. on the Study of Geography. 4to. \$2.50. N. Y., Scribner, Welford & Armstrong.

Dollinger, John J. Ign. con. Fables respecting the Popes of the Middle Ages. A Contribution to Ecclesiastical History. 8vo. \$6.00. N. Y., Pott, Young & Co.

Drake, Francis S. A Dictionary of American Biography. Large 8vo pp. 1,019. \$6.00. Boston, James R. Osgood & Co.

Gray, Jas. Comper. Bible Lore. [Chapters on the Rare MSS., Notable Characteristics, etc., of the Bible.] 16mo. pp. 312. \$1.25. N. Y., Dodd & Mead.

Guisot, G. Christianity Viewed in relation to the Present State of Society and Opinion. Trans. under the superintendence of the author. 12mo. \$4.50. N. Y., Scribner, Welford & Armstrong.

Hart, John S. (LL. D.) A Manual of English Literature. 12mo pp. 636. \$2.25. Philadelphia, Eldredge & Bro.

Hawthorne, Nathaniel. Passages from French and Italian Note-Books. (Illust. Lib. Ed.) 2 vols. 16mo. \$4.00. Boston, Jas. R. Osgood & Co.

Molloy, Gerald (D. D.) The Passion Play at Ober-Ammergau. With 12 Photographs of Scenes and Characters in the Play, from Life. Demy 4to. \$3.00. Boston, Patrick Donahue.

Prime, E. D. G. (D. D.) Around the World: Sketches of Travel through many Lands and over many Seas. With numerous illust. Cr. 8vo. pp. 455. \$3.00. N. Y., Harper & Bros.

Skeat, Rev. W. W. (M. A.) Specimens of English Literature. From "The Ploughman's Crede" to the "Shepheardes Calendar." A. D. 1394—A. D. 1579. With Introduction, Notes, and

Glossarial Index. 12mo. pp. 686. \$3.00. New York, Macmillan & Co.

Streeter, Dr. H. R. Voice Building: a New and Correct Theory for the Mechanical Formation of the Human Voice. 12mo. pp. 135. \$1.50. Boston, White & Gouldland.

Ticknor, George. History of Spanish Literature. Revised and enlarged edition. (Containing the author's latest additions, and made from the revised copy left at his death.) 3 vols. 8vo. \$10.00. Boston, James R. Osgood & Co.

Wythe, Joseph H. (D. D.) The Agreement of Science and Revelation. 12mo. pp. 200. \$1.75. Philadelphia, J. B. Lippincott & Co.

Yonge, Charles Drake. Three Centuries of English Literature. 12mo. \$3.75. New York, Scribner, Welford & Armstrong.

Freeman, Edward A. The History of the Norman Conquest of England, its Causes and its Results. Vol. IV. The Reign of William the Conqueror. 8vo. pp. 800. \$5.00. New York, Macmillan & Co.

Mahan, Milo (D. D.) A Church History of the First Seven Centuries to the close of the Sixth General Council. 8vo. pp. 600. \$4.00. N. Y., Pott, Young & Co.

Adams H. G. The Life and Adventures of Dr. Livingstone in the Interior of South Africa. Illustrated. 16mo. \$1.50. New York, G. P. Putnam & Sons.

Allen, Joseph Henry. Hebrew Men and Times. From the Patriarcha to the Messiah. New edition, enlarged. 12mo. \$1.50. Boston, Horace B. Fuller.

— and Theodore Martin. The Book of Ballads (Including Kirilman). By Ben Gaultier. New edition. 16mo. \$1.50; half calf, \$3.00. New York, W. J. Widdleton.

Buller, Rev. George (M. A.) Appletons' Hand Atlas of Modern Geography. In 31 Maps; exhibiting clearly the more important Physical Features of the Countries delineated, and noting all the chief places of Historical, Commercial, or Social Interest. Edited, with an Introduction on the Study of Geography. 4to. \$2.50. N. Y., D. Appleton & Co.

Aylmer, W. E. Lays of the Scottish Cavaliers. New edition. 16mo. \$1.50; half calf, \$3.00. N. Y., W. J. Widdleton.

Francatelli, Charles Elme. The Modern Cook: A practical guide to the culinary art in all its branches. Comprising, in addition to English Cookery, the most approved systems of French, Italian, and German Cookery; adapted as well for the largest establishments, as for the use of private families. With 62 Illustrations of various dishes. Reprinted from the Ninth London Edition, revised and enlarged. 8mo. pp. 684. \$5.00. Philadelphia, T. B. Peterson & Bros.

Hanmond, U. E. (M. A.) Outlines of Textual Criticism, applied to the New Testament. 12mo. pp. 146. \$1.50. N. Y., Macmillan & Co.

Homar. The Minor Poems: The Battle of the Frogs and Mice, Hymns and Epigrams. Translated by Farnell, Chapman, Shelley, Congreve, and Hove. With Introduction by Henry Nelson Coleridge; and a Translation of the Life of Homer, attributed to Herodotus. 12mo. pp. 200. \$1.50. N. Y., A. Denham & Co.

Sophocles: The Plays and Fragments. Edited with English notes. Introduction by Lewis Campbell, LL. D. (In 2 vols.) Vol. I., containing "Œdipus Coloneus," "Œdipus Tyrannus," and "Antigone." 8vo. \$5.00. New York, Macmillan & Co.

Homar's Odyssey. Translated into English Blank Verse, by W. C. Bryant. Vol. II. Royal 8vo. \$5.00. Boston, J. R. Osgood & Co.

Strangers' Guide Book to the cities of New York, Brooklyn, and Adjacent Places. With Map and numerous Illustrations. Revised edition. 16mo. \$1.00. N. Y., James Miller.

Watts, Henry. A Supplement to the Dictionary of Chemistry and the Allied Branches of other Sciences. Founded on that of the late Dr. Ure. 8vo. \$12.50. New York, William Wood & Co.

Wedgwood Henleigh. A Dictionary of English Etymology. Second edition, thoroughly revised and corrected by the author, and extended to the Classical Roots of the Language (with the assistance of the Rev. J. C. Atkinson.) With an Introduction on the Formation of Language. Imp. 8mo. pp. 800. \$8.00. New York, Macmillan & Co.

Barnard, Fred. A. P. The Metric System of Weights and Measures. An address delivered before the Convocation of the State of New York. Second edition. From the revised edition printed for the Trustees of Columbia College. 8mo. \$3. New York, D. Van Nostrand.

Beckwith, Arthur. Pottery: Observations on the Materials and Manufacture of Terra Cotta, Stone ware, Fire-brick, Porcelain, Earthenware, Brick, Majolica, and Encaustic Tiles. With remarks on the products exhibited at the International Exhibition, London, 1871. 8vo. \$1.50. New York, D. Van Nostrand.

Chadbourne, P. A. (M. A.) Lectures on Industry. Its Office in the Animal Kingdom and Relations to the Higher Powers of Man. 12mo. \$1.50. New York, G. P. Putnam & Sons.

Curtius, Prof. Dr. Ernst. The History of Greece. Translated by Ad. Wm. Ward, M. A. Revised after the latest German edition, by Prof. W. A. Packard, of Princeton College. (In 5 vols.) Vol. III. 4to. 8vo. \$2.50. New York, Scribner, Armstrong & Co.

Gray, James Comper. The Biblical Museum: A Collection of Notes, Explanatory, Homiletic and Illustrative, forming a complete Commentary on the Holy Scriptures, especially designed for the use of Ministers, Bible Students, and Sunday School Teachers. Vol. I., containing the Gospels according to Matthew and Mark. 12mo. pp. 376. \$1.50. New York, A. D. F. Randolph & Co.

Jackson, J. Stuart (M. A.) Geometrical Conic Sections: An Elementary Treatise in which the Conic Sections are defined as the Plane Sections of a Cone, and Treated by the Method of Projection. Cr. 8vo. pp. 115. \$2.00. New York, Macmillan & Co.

Lubbock, Sir John. Pre-Historic Times, as Illustrated by Ancient Remains, and the Manners and Customs of Modern Savages. Illustrated. 8vo. pp. 640. \$5.00. New York, D. Appleton & Co.

Martin, Fred. The Statesman's Year Book for 1872. A Statistical and Historical Account of the States of the Civilized World. A Manual for Politicians and Merchants. Cr. 8vo. \$3.50. New York, Macmillan & Co.

Taylor Bayard. Arabia. (Illustrated Library of Travel and Adventure.) 12mo. With full page illustration and a map. \$1.50. New York, Scribner, Armstrong & Co.

Wilson, J. M. (M. A.) Solid Geometry and Conic Sections. With Appendices on Transversals and Harmonic Division. For the use of Schools. Extra f. cap 8vo. pp. 145. \$1.25. New York, Macmillan & Co.

Edgar, J. H., and G. S. Pritchard. Note-Book on Practical Solid or Descriptive Geometry, containing Problems, with Help for Solutions. 12mo. \$1.25. New York, Macmillan & Co.

The Rhode Island Schoolmaster.

MAY, 1872.

VOLUME XVIII.

T. W. BICKNELL, Editor.

NUMBER V.

THE CULTIVATION OF THE MEMORY.*

BY D. W. HOYT, PROVIDENCE HIGH SCHOOL.

It is the province of Education to develop the whole man ; hence it is the duty of teachers to inquire how they can make the most perfect men and women of the youth committed to their charge.

When it is the fashion to exalt physical culture, we must expect boating and ball-playing to be carried too far. When object-teaching is thought to be the one thing needful in a course of training, we must expect absurdities to grow out of it. So when there is a grand crusade to elevate the perceptive and reasoning faculties, we must expect that memory will, for a time, fail to retain the position it deserves. But we need not be alarmed at any of these things. Great reforms always proceed in this manner. Nature herself often seems to aim at some higher point that she may be sure to attain the lower. Good will come out of all these movements in the end, when matters have settled down on a true and just basis.

The time has been, when memory was made too prominent, or, rather, the perceptive and reasoning powers were not exercised enough. With the educational reforms of the present day, however, a new era has arisen. There have not been wanting those who have been quick to see this defect, and ready to attempt its removal. There is, perhaps, a natural tendency towards mere memorizing and routine

*Read at the Annual Meeting of the Rhode Island Institute of Instruction, January 19, 1872.

incident to the teacher's calling, and this is still one of the great evils which we must fight; but in the more enlightened portions of the country, and among those who stand foremost in the ranks of teachers, there is now little danger that this evil will be perpetuated. As education should preserve the proper balance of the faculties, it becomes us to inquire whether, in our eagerness to eradicate one error, there may not be danger of falling into the opposite extreme. Is there not cause to fear that some may over-step that golden mean which is as desirable here as elsewhere? May not memory *neglected* need a champion, as well as memory *over-burdened*?

In the limited time allowed us here, it is impossible to say much respecting the *importance* of cultivating the memory. It matters not whether, with mental philosophers we consider it a distinct faculty of the mind, or with phrenologists look upon it as a condition of each of the other faculties. As printing is the art preservative of all other arts, so memory is that mental power on which most of the others depend, and without which they would be comparatively useless. Says Dr. Wayland, "I suppose that the importance of this faculty is frequently underrated, especially by young men. If a man succeed in almost any department of intellectual labor, it is often said, by way of disparagement, that his effort is nothing but the result of unusual memory. * * * * While distinguished success, in any department, can rarely be obtained by the exercise of memory alone, it is equally true that the noblest powers would be continually liable to mortifying failure without it." The Doctor mentions Leibnitz, Milton, Johnson, Scott, Napoleon, Cuvier, and others, as examples of the highest order of intellect combined with great powers of memory. The names of the Alexanders, of Princeton, and others, of later times, at once occur to us, and we look with reverence upon men whose memories are capable of such mighty achievements. Even in the case of some men who seem to place the lowest estimate upon memory, we are astonished at the power of that faculty as exhibited by themselves, in their special departments. Looking among ourselves, we find one who astonishes us by the array of statistics which he can give upon any subject; another who confounds us by the accuracy with which he can report any discourse he has heard; and still another, who excites our admiration by the facility with which he remem-

bers names and faces, and makes them *fit each other*. It is meet that one who has to go through a mathematical computation every time he would recall his own age, and who daily sees hundreds of familiar faces for which he has no names, should bow in reverence before persons of such superior endowments, and earnestly wish that he were similarly favored.

Let us not be misunderstood. We would not place memory above all the other faculties. Indeed, we should not place it as high as some of the other mental powers. But we do say that a retentive memory often saves much time and toil, yes, even much mortification, to its fortunate possessor; and that a cultivated memory is essential to the highest success.

Whatever may be our ideas respecting the relative importance of memory, it is certain that a large portion of any teacher's efforts must be directed to the training of the memories of his pupils. Let us, from our own experience as learners, and our observation as teachers, attempt to derive some practical hints that shall aid us in *properly* training the memory. These must here be merely suggestions, which we trust others will consider more fully.

1. A principle or statement should generally be understood at the time of committing it to memory. It is then more easily committed, and much longer retained. This is a general truth; but there is, as we have before intimated, danger of carrying it too far. If we mistake not, it has been asserted that teachers should *never* compel pupils to memorize what they do not understand. This may be taken in two senses: 1st, that we should never learn words without ideas; and 2d, that we should never learn facts whose bearing we do not fully understand. In this latter sense the position would be entirely untenable. In studying nature, and in all our practical experience, at least since Bacon's day, we have facts presented to the memory first; then we are afterwards to account for them. But even in the first sense, we could not fully indorse the statement. Memory is developed in early life. It is then most easy to acquire, and that which is then acquired is longest retained. In fact, we might almost say that, within certain limits, the ease of acquiring and the duration of the impression are both inversely proportioned to the age of the pupil. Hence, certain branches, which require much exercise of the

memory, may advantageously be pursued in youth, even though the pupil does not fully understand them at that time. He acquires facts which he could not so well commit in later life, and to which he can in later years apply his reasoning powers. Thus the correct spelling of words must be learned in very early life, or the probability is that it will never be acquired; but the full meaning and use of many of those words may be an acquisition of later years. The paradigms of a foreign language, the pronunciation, the orthography, and the ordinary meaning of its common words, may be learned before the philosophy of its grammar is fully understood. In fact, the acquisition of one's native tongue is mainly an exercise of the memory at a very early age. The explanation of its principles cannot be understood till a later period.

It is said that committing to memory what one does not understand is an irksome task to the pupil. Very true. But life is full of drudgery, and that which is most pleasant does not always prove to be the best. Yet there will doubtless arise before every teacher's mind, some pupil who finds memorizing an easy task; but who is sorely perplexed and disheartened when he is thrown upon his own reasoning powers.

Again we beseech our hearers not to misunderstand us. No one has a greater contempt for mere memorizing, where the pupil is capable of comprehending the subject. The frequency with which we put the question, "What does that mean?" leaves our pupils no reason to suppose that the repetition of a mere form of words will answer the purpose. In his own early training the writer very seldom committed to memory any form of words that was not understood. (Not that he understood every thing—but rather the other horn of the dilemma, that he committed to memory very little.) He early imbibed a strong prejudice against "mere memorizing," and thought if he understood the subject, that was enough. But he has since seen many a time when something besides understanding was necessary; and has often lamented that his own memory was not more fully cultivated, even at the risk of sometimes allowing that faculty to appropriate what had not passed the censorship of the understanding.

Let a youth observe and remember the facts and occurrences of

nature about him. The time may come when a very trivial fact will be of service to him. Any teacher who has attempted to impart instruction in Natural History has observed how much more fully the minds of country boys are stored with the facts of nature, when compared with those from the city. The former may not understand so much more about theories and classifications; but they have seen the rocks, the trees, the flowers, the fishes, the birds, and have that foundation to build upon, while the teacher searches long for some image with which to impress the minds of his city cousins.

Yes, it is well, sometimes, to remember what is not fully understood. Did not the Great Teacher himself utter parables which reached only the memory of his hearers? It was often only after these parables had been pondered for years, that they reached the understanding and affected the heart.

2. Not only is it generally best that a statement or principle should be understood when it is committed to memory; but, secondly, it is still more important that it should be thoroughly and correctly committed when the first attempt is made. The permanence of first impressions has been often noted. How frequently the teacher finds that when a pupil makes a mistake in first learning a lesson, he makes the same mistake a second and a third time—in fact, as often as he has occasion to recall that point, notwithstanding he is as often corrected. Or, through absence or inattention, a certain lesson is imperfectly learned the first time that the class takes up the subject. Frequently the combined efforts of teacher and pupil, fail to remove the mist that hangs around that particular lesson, though the pupil may remember accurately what was learned under different circumstances. The understanding is clear, at times, but the memory fails to retain, because it was not properly treated in the first instance.

I frequently meet a certain lawyer in this city, but always have difficulty in remembering his name. I pass his house every day, and often look at the door plate, to impress the name upon my memory. I frequently read the sign over that gentleman's office, with the same purpose in view. Other names are easily recalled, where much less effort has been bestowed. Again, I often forget the price of a certain article, which I buy very frequently. Other items I remember

without special effort, while this I scarcely remember, even *with* special effort; for circumstances have induced such a *habit*.

It is the business of the teacher, as far as he can, to aid the pupil in committing lessons to memory. That is *one* object of the daily recitations in American schools and colleges. Experience has shown the teacher how he can best aid the class as a whole, before they begin the study of the lesson; but the difficulties peculiar to the individual pupil are made known in the recitations, if discovered at all. How shall the teacher treat these cases? Even were the understanding convinced by a gentle reminder, "You mean so and so, do n't you?" the memory is not affected. The wrong impression can be obliterated only by making a deeper one. Some illustration or comparison may fix the attention and secure the desired object. Sometimes the pupil may be led along till he sees his own error in such a light that the point is gained. Sometimes his mortification is sufficient to impress the true principle upon his mind for the rest of his life. I well remember one of my own blunders at school. The circumstances were such that I have never had the least doubt since that time, as to the difference between bank and true discount. The teacher often hears the remark, "I remember that, for I failed on it once." The attendant circumstances have fixed the facts in the mind,—not the mere failure itself. Here the power of the teacher must make itself felt—not the biting sarcasm, but the healthful, strong, lasting impression.

Sometimes the mere repetition of the *correct* answer many times in succession, as in the case of a misspelled word, may serve to deepen the right impression. Here let us suggest, that there is danger in repeating the *incorrect* one many times. A great thinker has said: "Never let a man repeat to you a lie. If he tell you a story every day, which you know to be false, at the end of a year you will believe it to be true." We should avoid calling the attention of a whole school to the errors peculiar to one or two persons, if those errors have not already been observed by the school. What is gained by writing upon the blackboard the blunders made by a particular pupil in a written exercise, when no other pupil is likely to make the same blunders? It may mortify and perhaps correct the one concerned; but is there not danger that at some time in the future, some other pupil

may be led to confound the true and the false ; when but for the help of the teacher, he would have had no knowledge of the false ?

3. In the third place, we remark that one of the evils of our system of recitations is the tendency to learn merely for the purpose of reciting at some particular time. We are often astonished that our pupils have learned a lesson in so short a time ; and a day or two later, we are equally astonished that they have forgotten it so soon.

Mental philosophers treat of memory under three heads ; susceptibility, readiness, and retentiveness. The habit of which we speak tends to develop the first, susceptibility, at the expense of the others. We have long since learned that the gifts of nature are more equally distributed than we at first imagined. The length of time during which any acquisition is retained is usually proportioned to the time spent in obtaining it. He who learns quickly forgets quickly. Of the hundreds who have come under my own instruction, but one rises before me now as pre-eminently gifted in all these three phases of memory ; and he gave up his life years ago, in the cause of the Union, so that his mind never was tested in the maturity of manhood.

The best remedy for the tendency of which we have spoken, is the practice of constantly asking for facts and principles previously learned. If a pupil feels that he is liable to be called up at any moment upon any thing he has previously learned, it will greatly tend to increase the readiness and retentiveness of his memory.

4. This leads us to consider, fourthly, the necessity for stated and frequent reviews. We mean review lessons which are assigned for study, in addition to the frequent reference to previous principles already mentioned. Teachers are the victims of a "perpetually recurring delusion." Notwithstanding our experience to the contrary, we are prone to imagine that what our pupils seem to understand so well to day, they will remember a few week hence. We know of no royal road to the acquisition of knowledge. If asked how we can impress lessons upon the memories of our pupils, we should be disposed to parody the orator of ancient times, and say : 1st, Repetition ; 2d, Repetition ; 3d, Repetition.

Pupils, at least in our higher schools, will not study a review as they do an advance lesson, when the former really needs more study.

It is an irksome task, this merely striving to impress upon the memory. Fellow-teacher, have you ever heard the excuse, "only a review lesson"? Hence the propriety of combining review and advance in the same lesson. But, where the nature of the case admits of it, we may administer the dose in a disguised form. Why are problems and exercises so frequently assigned? To be sure, one of the most important reasons is to enable the pupil to understand and apply the principles involved. But we are now considering the memory. Certainly another reason for the use of problems is that they furnish something new for the pupil to think of, and thus give zest to the investigation; while, at the same time, they compel him to use the same old principles over and over again. The particular problems are forgotten, but the principles involved are thoroughly committed to memory. Again, the teacher may sometimes pursue the investigation of a particular topic further than he expects his pupils to remember; because thereby the fundamental truths are oftener used and more thoroughly retained.

We have found in our own experience that there is a kind of advanced stage of memory. We are constantly acquiring and as constantly losing, ideas. Some we can recall by association, by a few moments' reflection, or by the combined action of reason and memory. But there are some facts which we cannot forget if we would. No matter what the occasion, we can recall them without effort. They are a part of ourselves. What has given them their pre-eminence? In some cases these permanent ideas are the result of vivid impressions at some particular time, or of some peculiarity of the individual mind; but are they not commonly the result of frequent repetitions, especially in early life? Of such a nature are the alphabet, the words we utter, and the fundamental truths of the branches we teach. Here we, as teachers, have a great advantage over those who have not been required to repeat so often the ideas they have obtained. We must go over and over the facts till the repetition becomes distasteful and wearisome; then we must keep on repeating till the repetition ceases to be monotonous, by becoming habitual. But here comes in another of those "perpetually recurring delusions." We are prone to imagine that what *we* remember so well, our *pupils* must also remember. Let us stop to think *why* we remember it; or,

better still, let us try to learn something entirely new to us. We can then sympathize with our pupils.

5. Again, the teacher may aid the pupil in arranging contrivances which shall serve to connect and retain facts till repeated use has placed these facts in the advanced stage of memory of which we have spoken. These contrivances are props, or stagings, which serve a good purpose till the permanent structure is completed. But there is something peculiar about these stagings. They may be unused for years, after the building is completed; but if the main structure is suffered to get out of repair, or go to decay, we often find that these stagings have not been torn down. They may be still standing, ready for use in rebuilding the structure. Thus no one perfectly familiar with a language needs to repeat its paradigms to determine the proper form and meaning of a word; but they are useful to the beginner, and are often retained when the language itself has grown unfamiliar by disuse. Here this kind of verbal or mechanical memory is made a prop for supporting something of more value, the intelligent memory.

These contrivances are often more than these mechanical combinations. They are often designed to connect the unknown with the known by some strong link of association, so that the pupil can keep hold of the unknown till it becomes known. Sometimes, several facts are so associated in our minds that one cannot drop out, or get displaced, it is so wedged in between others, and dovetailed into them. Illustrations will crowd upon every teacher. Let us bear in mind, however, that these contrivances are but *helps*. There is danger of carrying them too far. If it is as much work to build the staging and keep it in repair as to build the house without the staging, by all means commence on the house at once. Here is the difficulty with many systems of artificial memory.

6. The teacher can assist the pupil by directing him *what* to remember.

Pupils may remember words without ideas, words as keys to ideas, or simply ideas. The teacher may direct when to exercise the memory in each of these ways. There is a tendency in some pupils, especially the younger ones, to commit words only. This shows itself when the pupil says: "I can say it, if you will only tell me the

first word." On the other hand, some minds will always persist in using their own words, and thereby show that they either utterly fail to comprehend and retain the idea, or else use words entirely inadequate and inappropriate. Neither of these is what we desire.

Again, the learner should not be expected to remember too many things—rather let him have a few thoroughly learned. The teacher should see that the memories of his pupils are not burdened with specific facts when these facts can all be included under some general law. Thus, in Chemistry, it is better to remember that all nitrates are soluble, than to remember that fact for each individual nitrate separately. In Astronomy, it is easy to remember that the four planets whose orbits lie outside of those of the asteroids, have large volume, little density, and short days, when compared with the four whose orbits lie nearer the sun. This constitutes one of the better and more permanent class of contrivances mentioned under the last head.

Once more, the teacher will sometimes find that his pupils use reason where memory should be employed. No one would think of reasoning out his multiplication table every time he needs to use it. Why not? Because the result is obtained much more quickly and accurately by the aid of memory. But pupils sometimes reason out their addition, when memory could be taught to do the work more rapidly and accurately.

Again, the problems and exercises which we have previously mentioned, should be so constructed as to impress upon the minds of pupils the principles that it is most important to remember. Thus, after studying Geometry, the pupil may remember something of the reasoning by which the expression for the area of a circle is obtained; yet he may fail to get a correct answer, if you ask him for the area of a circle three feet in diameter. As one of the principal objects of the study is to strengthen the reasoning powers, he has given more attention to the proof of the fact than to the fact itself; yet, as a mere matter of *memory*, the fact itself is of much more importance, and should be impressed upon the memory by frequent repetition in subsequent training.

We might dwell on various other topics, did time permit; but we cannot close without offering one more brief suggestion.

Let us never forget, fellow teachers, that our truest and highest reward is to be found in the memories of those who have been our pupils. They carry impressions of us, not only through time, but into eternity. The moment is coming when their memories and ours will, doubtless, be quickened, to take in all the past. Happy is that teacher whose pupils will then feel that they are stronger, purer, nobler, because of the influence he exerted over them.

THE OLD FASHIONED SCHOOLMASTER.

BY GEO. S. BURLING.

Whatever else the "whirligig of time" may have spun off into eternal swoon, never to recover breath, I think the old fashioned schoolmaster, of my boyish recollection, has certainly departed this life, leaving a lively hope of no return; and now with that easy forgiveness that comes in when an enemy is everlastingly out of the way, I say, Peace be to his ashes! I dignify him with the name of "enemy," not because I have the slightest remaining feeling of animosity towards his birchen memory, if I ever had, but from that high moral and philosophical stand-point, aloof from passions and resentments, in which he appears to us to have been the natural enemy of all short-jacketed and pantaleted humanity, and not a little obnoxious to the maturer specimens of the family.

Culture had done nothing for him, and nature little to the purpose; for she, innocent grandmother, thought she was building a wood-chopper and root-grubber of the old style, and so gave him much brawn, and only brain enough to save salt. He farmed the land through the summer and autumn, and then for the ends of thrift rather than the fitness of things, farmed the children through the winter, and if his twelve dollars a month was small as a salary, it was too much as an equivalent. He was a solemn sort of being, next only to the parson for gravity, but with nothing of the parson's geniality of face and manners. He did not feel so well assured of his place, which tends to self-assertion on doubtful ground; and then, withal,

his place was not one that bestowed much precedence among full-grown men and women. School-teaching had been too long the cheap make-shift of unprofessional Haw-Bucks to compel respect from other men. He felt, in a vague way, that the earth still clung to his boots, in their eyes; and that in supplementing summer's goad with winter's birch, and filling up the dead season of the year with his new office, he did little more than to transfer his empire from the stable to the school-house, with the same sceptre and with only less grace, for the constraint of conscious clumsiness that accompanies want of culture into the wrong place.

I well remember that his very boots were formidable, and symbolical,—*ex pede Herculem*,—as they stood up, under the four-legged desk, in stolid self-sufficiency of imperturbable cowhide; and it needed but little imagination to see the awkward knees budge out over them, and the great dim specter of authority in hodden grey, or more exactly, hodden *butternut*, scowling out from their corner, while the solid body of it tip-toed about in slippers, to snick unwary heads, and tweak obtuse ears.

To have provoked a smile by some cheerful anecdote would have seemed in him, high treason to his dignity; to have seen anything but rebellion in the merry eye of a fun-loving boy would have been to imperil all authority. Many a time have I seen one bright little fellow dragged before his awful judgment seat because the vivacious black eyes would laugh and snap, though the face were sober as Euclid, and not a dream of mischief had crossed his brain. And yet there was a sort of grim humor in the master's soul, that, by a kind providence, would find pleasure where one less accustomed to the stern duties of judge and executioner would hardly have seen the joke. It is a mercy that it can be so. For example: One little speckle-faced lump of timidity, not remotely related to this deponent, had hit upon the unique and entirely original method of receiving chastisement, with his mouth wide open, and a sort of dithyrambic dance on alternating tip-toes, without a squeak of the usual music accompanying that exercise; and this, and only this, would move the bucolic soul of my boy-herd to an internal gurgle of delight. And as the gravest judge must have his little recreation, the good man, with proper regard to his invalid cheerfulness, made daily, and semi-daily appoint-

ments with this lad, to meet him on the floor for a silent dance, for no reason the lad ever knew, but the pleasure, not reciprocal, of his company, and accomplishments.

The desks of the old establishment were close boxes for two, into which it was difficult to worm them without a screw-driver, or out of which to extract them without a cork-screw; and in front of these was a place to hang little boys by their middle.

On a certain occasion, which I recall more readily than I can the number of any rule in Murray, an exceptionally tough case of a tall boy was located in one of these boxes, and was requested, for cause, to unwind himself from it and enter an appearance on the floor. The manner of the request, which was full of barn-yard authority, or the innate pig-headedness of the summoned, made him slow to comply; upon which Haw-Buck secured a large interest in the young man's shaggy top, and by a dexterous and powerful twist wrenched him out like a two-pronged molar, directly over the head of a suspended juvenile on the front form. The successful operator growled as he planted the astonished pupil squarely on the floor, "I'll make yer mind! mind neaw, ef yer big's the house!" It was indeed such an exhibition of the supremacy of *mind*, that the little fellow who had seen the obscure flight of heels over his head, never forgot the lesson; though singularly oblivious of what was set off for him in the book that day; and for days after if any uncommon bounce was heard in the school-room he instinctively looked aloft, expecting to see a big boy crash down through the ceiling.

The schoolmaster boarded round, begging his bread from door to door, like the pauper whom nobody owned, and had the distinguished honor of warming the rheumatic spare-bed in every house, and the pleasure of coming in upon the most untimely occasions, pig-killing, beef-killing, sausage-making, lard-trying, candle-dipping, soap-boiling, or other scene of well-sweetened disorder, making decidedly unsavory a mode of living always precarious.

His presence, never desired by any, was especially unwelcome to the small fry who had enough of him in his "kingdom," and altogether too much of him in his "power," to have any desire to see him in his glory.

His large experience with some outlandish quadrupeds he called

"keows" and "ye'rlin's," whatever they are, gave him a limited fund of conversation with the old farmers; and he was sometimes known to tread so far on the "Borders of the Debatable Land" of politics, as to avow that "his nat'l 'bilities were Jackson," and that "Printiss [George D. Prentiss] had *burlesqued* Henry Clay too high!" which, when we discovered that he meant *eulogized*, instead, so tickled us that no lesson of his ever stuck so in the fresh hard-finish of our memories.

He entertained the young ladies of the house with his personal exploits when he was "Marster in the Rattle-snek Hill Deestrick"; what keepsakes for lockets he had extracted from the heads of big boys; how many had come under the rod in one day; what rulers had cracked on horny hands; and chiefly how "he made that big Jim Bolles, the deacon's son, stan' on one foot and count a thousan' for making a *character*" of him, the said "marster," on the school-room wall. It has been conjectured by the learned that he meant "caricature," as the remains of a remarkable fresco are still extant on the plaster of Captain Saunders' goose-house, once Rattle-snake Hill School-house. The base of the pigment being a tallow candle, and soot the coloring matter, it was reluctant to budge. Whitewash could alleviate it a little while, but it would rise again like squeezed truth, or Banquo's ghost, and haunt the tyrant. And there it is likely to remain as the geese it now stares upon are not sensitive about it.

I would that the "character" of the Old Fashioned Schoolmaster were not so uneradicable from the modern school-house, where it blurs the names of better men, preventing the cultured and qualified teacher from enjoying the full measure of his noble deserts in wealth and standing. The minds of old fashioned people are not yet clear of that rude image, which certainly does more fitly grace a goose-house than a school-house.

GREAT talent for conversation should be accompanied with great politeness. He who eclipses others owes them great civilities; and, whatever mistaken vanity may tell us, it is better to please in conversation than to shine in it.

RELATIONS OF ILLITERACY TO CRIME.

FROM THE HON. T. W. BICKNELL'S REPORT.

We have no statistics to show the *influence* of an illiterate population upon the present history and future prosperity of our State. But if *intelligence* and *industry* are the two keys to our prosperity, then *ignorance* and *idleness* must be the precursors of our decline. The intimate relations of ignorance to crime appear by reference to the records of police courts, jails, the State Farm and the State Prison. Rev. A. S. Fiske, in his able report on The Relations of Education to Crime in New England, presents five commanding facts upon this subject :

1. "The first of these facts is, that at least 80 per cent. of the crime of New England is committed by those who have no education, or none sufficient to serve them a valuable purpose in life."

2. "The second grand fact is, that, as through the country, so through New England, from 80 to 90 per cent. of criminals have never learned any trade or mastered any skilled labor."

3. "The third fact is, that not far from 75 per cent. of New England crime is committed by persons of foreign extraction—that is by persons who were born in other countries, or one or both of whose parents were."

4. "The fourth fact is, that from 80 to 90 per cent. of our criminals connect their causes of crime with intemperance."

5. "The fifth is, that according to the unanimous judgment of all officers of juvenile reformatories, 95 per cent. of these offenders came from idle, ignorant, vicious and drunken homes. Almost all children of this class are truant from school at the time of committal; almost all of them have been long in petty vices and crimes; and almost the entire number are the children of ignorant and besotted parents."

"In the face of these facts, what can be said but this, that ignorance breeds crime; education is the remedy for the crime that imperil us."

Now if it can be clearly shown that nine-tenths of the crime and pauperism of Rhode Island is the direct and legitimate result of ignorance and intemperance; and that educated and skilled labor is pro-

ductive of thrift and happiness to society, we have at once in our possession all the knowledge we need to put an end to the evils from which we now suffer, and to prevent their occurrence in the future. Ignorance and idleness produce them; education and labor will forever banish them from the State. If it should be whispered through the community that a band of conspirators numbering thousands, was preparing torches to fire the dwellings of our people, and deadly instruments to destroy their lives, in order that the property of the State might become the object of their plunder, how would the announcement of such a plot fill our hearts with alarm at the threatening danger, and lead us to use the most prompt vigilance for our security and protection. After such precautionary safeguards were established, we would seek out and punish the enemies of our domestic and public happiness; and what punishment would seem too severe or speedy for the miscreants who should plan such enormous wickedness. But while the torch and the dagger of the assassin are fearful instruments for the destruction of human life and property, we have, in ignorance and vagrancy, the mother of all those deadly agencies which destroy public peace and social happiness. When once this fact is known and understood, it becomes the simple duty of the citizen and legislator, by reason of the law of self-preservation and protection, to put an end to the prolific cause of such manifold dangers and injuries to the body politic. Energetic and decisive action alone will convince of the peril and the need of security. Hesitation, even, is cowardice, where so valuable interests are in jeopardy.

THE REMEDIES FOR ILLITERACY.

1. Excellent Common Schools.
2. An intelligent and interested public sentiment, strongly positive in favor of universal education.
3. The enforcement of a law which shall not allow a child to be employed in a manufacturing establishment under twelve years of age.
4. The enforcement of a law requiring the children employed in the manufacturing establishments of our State to attend school, at least five months in each year.
5. A truant and vagrant law, by which every child between the

ages of six and sixteen years, not attending any school, or without any regular and lawful occupation, or growing up in ignorance, may be committed to some suitable institution, or bound as an apprentice at some good home, for the purpose of gaining the rudiments of an education, and of learning some useful trade.

6. The establishment of Evening Schools in every town, for the benefit of all persons over sixteen years of age, who may desire to attend.

7. A constitutional enactment, which shall require of every person who shall possess a franchise in the State, a certificate of his ability to read and write.

With such agencies in effective operation, we may hope to remove the juvenile illiteracy of the State in a short time, and to secure to every child the blessings which the intelligent only enjoy. In support of these measures the great body of our enterprising capitalists would undoubtedly unite, and with the willing coöperation of the people, whose support is certain in every true reform, we may hope to advance in the next decade towards a better condition and history.

WOMEN AS SCHOOL COMMITTEE.

As women have so largely filled the teachers' ranks, the question has naturally been raised, "Why may not women supervise the schools, and attend to the practical administration of them?" Their interest in the cause of education is universally acknowledged, and with the leisure which many intelligent ladies have at their command, it may well be asked, why this natural watch-care of woman may not be made of valuable service in the careful guardianship of our schools? For one, I believe that every humane and benevolent force in society should be brought into active operation in behalf of public schools. Woman's instincts and judgments and love are the practical elements in the *home education*. Why may not the same generous impulses and noble labors be secured to promote the welfare of our youth in town and State. For one, I am fully satisfied that it is wise to appoint women of talent, public spirit, and business tact, as school officers of the district and the town. In the town

of Tiverton, the school board during the past year has been wholly composed of women, and it is the uniform testimony of the people of that town, that in no previous year has so much time and labor been devoted to the advancement of the various interests of the schools. If attention, efficiency and vigilance are secured by the change, may not the experiment of the appointment of one or more women on the school board be tried in other towns in our State with equal hope of satisfactory success. In several towns of a neighboring State, the principals of high schools and seminaries, and the superintendents of schools are women. Are not Rhode Island women equally capable to perform similar duties? I trust that the public confidence will be shown by their appointment to fill a portion of the places upon the school boards at all subsequent elections.

DRAWING IN OUR PUBLIC SCHOOLS.

In my last annual report, I referred to the importance of technical education, in a State dependent as ours, upon the value of its skilled labor, in a State of mechanics and artisans. The first step towards improvement, is the introduction of elementary drawing in our schools. Young pupils especially are delighted by this cultivation of the perceptive qualities in the training of the eye and the hand. Its practical value will be felt and enjoyed by pupils in every grade of instruction. As an initial movement, our teachers must first become qualified to lead in instruction, and hence the pupils of the Normal School have received a limited number of lessons in free drawing. The knowledge and exercise thus obtained will give them ability not only to instruct in map-drawing and penmanship, but also in the simpler forms of mechanics and architecture. The boy who can draw the parts of a house, a ship, a machine, a tool, skillfully, may by and by become the practical mechanic, to add wealth to success in his chosen profession. It becomes the duty of the legislator, in his plans for the future of the State, to encourage and foster all that will add to its material prosperity, and its true growth; and to them as well as to teachers, school-officers and parents, I entrust the inquiry, if more ought not to be done to develop the latent talent of youth, in those directions, which shall enable our State to stand first among the manufac-

turers of the world. While other States are moving in this direction, why may not Rhode Island, the richest State of the Union, endow a School of Art and Design, either independently, or in connection with our State Normal School? It is but a question of time as to its establishment, and the State which was the first to place the statues of its great founder and its noble defender, in the Hall of Historic Art, as well as eloquence, at our National Capitol, should have the honor of first erecting a monument of its own prosperity, in a School of Art, at once the symbol of its greatness and the promise of its future advancement.

AN IMAGINARY TOUR.

BY H. W. CLARKE, NEWPORT, R. I.

Once upon a time, the imaginative part of my existence took to itself wings and made various flights and journeys over sea and land; and I now propose to tell you, in an enigmatical way, something of the strange sights that I saw.

First, then, I saw a daughter of Africa, an Island, running mad through the Indian Ocean [*Mad-agasca*], to pick up a bright gold coin, lying in the ocean on the north of Australia [*New Guinea*]; but, with what success I could not say, as I took sudden fright at an article of clothing, lying in the water on the northern coast of this same Australia [*York Cape*]; and turning my course northward, along the coast of Asia, my attention was soon arrested by the sudden appearance of an awkward looking animal, with wings and feathers, making all sorts of hideous noises [*Shanghai*], perched upon the edge of a piece of crockery [coast of *China*].

On the west of Spain I saw a maiden bathing in the cool waters of the Atlantic Ocean [*Portu-Gal*]. I next observed in the middle of the Pacific Ocean a huge serpent, devouring, with apparent relish, a group of islands [*Sandwich*]. In my flight northward and not far from the north pole, I passed over a tract of land, although covered with snow, was *green*, [*Greenland*]; and what ap-

peared to me more strange, when I was about to leave its southern shore, it opened its mouth and bid me "good-bye" [Cape Farewell], while the land on the north-west amused itself and surprised me, by making odd grimaces at me [Grinnell Land]. I observed, while in these regions, that there was little or no noise, but a great many sounds [Smith's Sound, Melville Sound, Lancaster Sound], and that many passages of water, though ever so crooked, were called "strait," [Bank's St., Melville St., Hudson St.]. Feeling not a little displeased at such perversion of language, I turned my course again toward the South. I had left the north-pole behind me but sixty-six and one-half degrees, when lo! I discovered that a long, narrow strip of the earth's surface, running east and west, had broken out in a bad-looking and dangerous sore [Tropic of Cancer]; but, on taking a second look, it was not at all to be seen [an imaginary line].

Just so far south of the equator, as this cancer was north, I noticed a very peculiar kind of corn growing on the land and in the sea [cap-ri-corn].

Getting a little farther south, I found that some of this corn had been ground coarsely, and baked into islands [Graham's]. Presently, I heard from a certain point of a rocky island, not far towards the west, the blowing of an instrument which appeared to be calling some one to dinner [Cape Horn], and, instantly, I saw the country on the north [Pat Agonia] take his seat before a certain kind of elevated land [Table-land], and with a large island, from the eastern coast of Asia, in one hand [Nippon], and a group of islands from the east of Florida, in the other [Falk-land], he commenced his meal, during which he ate up not only Graham land, but also a political division of Europe [Turkey]. Ending his meal with an indigestible slice of Northern Africa [Desert of Sahara], seasoned with the beginning of a river [Source], and concluding all with a dish of apples made of wood [Pine apples].

I afterwards saw one of his cooking instruments, lying on the ground, in the northern part of South America, covering a great extent of surface [Basin of the Amazon]. I also observed that, in one of his hungry fits, he had made a raid on the southern part of Australia [Great Australian Bight]; and among the high moun-

tains of the Himalaya range I saw one of his loosely constructed buildings [*Water Shed*].

But, when last I saw him, he had called his children around him, —a son, a bay from the south of Asia [*Bengal*], and three daughters, one a city from Michigan [*Ann Arbor*]; one, a state from the south of Pennsylvania, [*Mary Land*], and the other a body of water from the north of Ohio, [*Erie Lake*], and his spiritual adviser, a city from Minnesota, [*St. Paul*], was commending his spirit to a group of islands on the west of Patagonia [*Madre de Dios*], Mother of God, or Virgin Mary.

SOME THINGS ABOUT READING.—No. 1.

There are so many elements which combine to make the whole of good oral reading, and these are so unequally developed among different members of the ordinary classes of our schools, that it often becomes no less a matter of perplexity than of importance to determine the kind and amount of practice and drill which may be most profitably devoted to each. It will, however, be the object of the writer, in a few brief articles, to call attention to some things which must be done, in order to secure an effective and pleasing style of oral expression.

First, the child should never be allowed to read in a dull, listless, manner. Far better that he should omit the exercise till, between him and the teacher, there is a waking up to a comprehension of the work in hand, and a vigorous practice of the same. The fruits which are sure to follow remissness in this direction are the clipping of sounds, the elision of whole syllables, mumbling, a nasal twang or weak head tone, and a general conversion of the true oral forms of words into the most easily uttered perversion of the same. This is the vocal product; the effect upon the mind of the reader is, if possible, worse still. It engenders an indifference and mental sluggishness most debilitating in its influence upon all the pupil's school work.

The remedy lies, evidently, in making the reading exercise one of attractive interest, and judiciously directing the pupil's energies while

they are engaged in it. How shall this be done? is the question which presses for an answer.

To begin with, we must, as teachers, be awake ourselves, mentally and physically. The pupils will most certainly imitate the lazy attitude and demeanor of the teacher who takes the opportunity of the "reading round" of the class to lean back in his chair, and indolently drink in the mere droning of words. Just as surely, too, does the scholar take pattern from the teacher, when his position, the carriage of his body, and the flash of his eye, speak a physical activity, which is as necessary a preparation to effective utterance as is the winding of a watch to the proper motion of the same. With this, there must be a mental activity in full sympathy with the selection in hand, which seeks, also, to enkindle the same in the minds of the pupils. To this extent, then, must the teacher prepare himself to do effective work in conducting a reading lesson.

The class may be led to a general interest in the reading lesson in various ways,—for instance, by the teacher's presenting some characteristic traits of the writer of the piece selected, or some interesting incidents in his life; by seizing upon vivid pictures and interesting facts in the piece itself, and calling special attention to them; or, better still, by a judicious questioning upon the subject matter, being careful not to tire by too much of it.

Suppose the selection for the lesson to be Cowper's "Dog and the Water Lily;" the piece would be much more a reality to the pupils' minds, and, consequently interest and instruct them more, were they made acquainted with the author's fondness for pets,—his dogs, his hares, and other animals. So, the pupils are led to an almost school-mate intimacy with him, by being told of his early school life, when so tormented by his bashfulness and timidity that he was more the victim of these than of certain boys "above whose shoe-buckles he dared not raise his eyes." Learning more of his after life, they become interested and curious, and, although not, perhaps, till years afterwards, they will yet store their minds with the treasures of his poetry and correspondence.

What country lad could fail to be interested in the life and writings of the author of the "Mountain Daisy," as he listened to the recital of his struggle to keep want from his door by hard work at the

plow and sickle ; yet in full sympathy,—as it gleams in his matchless poetry,—with even the “timorous beastie” whose

“Wee bit o’ leaves and stibble,”

he accidentally disturbs.

So, too, with our own American authors, living and dead, avoiding learned critiques on their writings, or elaborate estimates of their characters and lives, seize upon their obvious traits, their daily life, what they do, where they live, where they travel, how they get their knowledge, how they are impressed with the beautiful pictures which others pass unheeded,—thus making these persons living realities, neither so high or so great as to be beyond a sympathetic and appreciative acquaintance of average boys and girls.

I need not say, that, to aid in the above work, there should be a comprehensive biographical dictionary to which the pupils can have free access. But, beyond this the teacher should search more extensive biographies than can be found in such a book, making himself ready to dispense from the treasures of a well stored mind, such timely information and illustrations as will allure the pupils to the higher sources of true learning and pure delight.

L. W. R.

THE PRONUNCIATION OF LATIN.—Art. I.

S. THURBER.

The attention of American scholars was early called to the desirableness of reform in their pronunciation of Latin. In his tract on the “Significance of the Alphabet,” published in Boston in 1846, Dr. Charles Kraitzir urged the “introduction of the true method of pronouncing Latin” as the first step towards a reform of our general teaching of language. Two very favorable reviews of Kraitzir’s monograph in vol. 68 of the *N. Am. Review*, illustrating further his positions, are still full of suggestion to an investigator in this department. In 1859 Prof. Richardson, of Rochester, published his “Roman Orthoepey ; a Plea for the Restoration of the true System of

Latin Pronunciation." In the *New Englander* for 1861, Prof. Thacher, reviewing Richardson's essay and the first edition, then just published, of Corssen's great work, takes strong ground against innovation in our pronunciation of Latin. This position Prof. Thacher maintains again in the preface to his translation of Madvig's Grammar. Both Prof. Richardson's book and Prof. Thacher's review are disqualified for successful championship of their respective causes, the former by its over-zealous advocacy of reform, and the latter by its bitter hostility to change.

Corssen's treatise, "*Ueber Aussprache, Vokalismus und Betonung der Lat. Sprache*," deservedly ranks as the very foremost authority in Latin phonetics. Written in the true scientific spirit, without advocacy of preconceived views, it is marked by such thoroughness and exhaustiveness of research as to impress every student of its pages with the possibility of returning, in certain salient features, and with a fair approach to truth, to the ancient pronunciation. The above-mentioned essays by our own countrymen, being more or less in the nature of appeals addressed to teachers, and therefore, inevitably marred by personal predilections and enmities, left it still possible for any adherent of tradition to stigmatize the proffered reform in Latin Pronunciation as a mere fancy of sundry despisers of their native English. But, Corssen shows that there is such a science as Phonetic Archæology, capable of throwing invaluable light upon the daily work of every classical teacher. The second edition of his work, in two volumes, published respectively in 1868 and 1870, comprises one thousand nine hundred octavo pages. Within this vast compass is collected an amount of evidence on ancient phonetics, overwhelming in its extent, variety and pertinence to the matter in hand. Ancient manuscripts and inscriptions are made to render their testimony to the vocal speech of the people who wrote or engraved them. Various languages and dialects are compared so as to yield a definite phonetic result. The note of erudition and mastery of its subject is everywhere visible. No writer of repute on Latin grammar since Corssen ventures to leave himself in suspicion of ignorance of the immense contributions which this author has made, not merely to Latin orthoepy, but to Latin etymology as well.

Another work, far more accessible than Corssen,—because in Eng-

lish and of small bulk,—and well fitted to render aid to the student of Latin Phonetics, is *Roby's Latin Grammar*, of which only the first volume, and that published within a year, has appeared in this country. Roby devotes to *sounds* a hundred pages of his grammar proper, and nearly as many more of a very long preface. To any one whose occupations prevent him from following the newest developments of Latin Grammar in their original presentations, which are nearly all German, Roby may be recommended as a most meretorious and noble work.

Professor Lane, of Cambridge, Mass., simultaneously with his announcement of his forthcoming Latin Grammar, publishes in advance his pages on Pronunciation, in which he recommends for actual use, and defends with terse and pointed quotation from classical authorities, the reformed pronunciation, as accordant with the proven usage of cultivated Romans.

The Latin Grammar, promised to appear at an early date, of Messrs. Allen and Greenough, "gives the place of prominence to the Roman method of pronunciation, which the authors also assume in all expositions of forms, vowel-changes, &c." The authors will also discuss in the introduction its value and importance in the scientific treatment of the language.

The excellent Latin Grammar of Professor Morris, which, for its other eminent and unique merits, cannot be too highly praised, teaches the main distinctive features of the reformed pronouniation.

Somewhat more than a year ago, in a discussion on Latin Pronunciation carried on in several letters printed in the "Academy," we saw Max Mueller advocating the sibilation of *c* before *e*, *i* and *y* on purely phonetic grounds. But now that Max Mueller has recanted his heresy, it has to be asked in vain, in what linguist of good name the hissing *c* finds even its solitary defender.

What more inevitable than the army of mere sequacious book-makers soon fall into line behind their leaders, and that their gentlemanly agents be ere long heard recommending still the books of our boyhood as once more brought, by new editions, into harmony with the progress of the age.

TWO PICTURES.

TWO PICTURES.

I.—I. CAN'T.

I. CAN'T sat down by a mole
 And mumbled under his breath,
 "This way is so hard to clamber,
 I shall certainly catch my death.

They say the Delectable Islands
 Are away off there in the blue:
 But I can't swim, for the water
 Will wet me through and through.

There's gold at the foot of the Rainbow,—
 Humph! that's exactly the way!
 It only comes out when it's showery:
 Why not in a good clear day?

I'm told there are diamonds yonder,
 Far off where the Lions feed;
 I know if I go they'll eat me,
 And I'd rather they wouldn't, indeed.

Rail-fenced with alligators,
 The pippins of bullion grow,
 And that's 'way down in the Antipodes,
 Where it takes a life to go!

There be Icebergs up in Alaska,
 I could sell them here in a week,
 But a great white bear is squatting
 On every particular peak.

There's gold in the rocks of Nevada,—
 My scalp doesn't sit very tight!
 There's hard coal down in Earth's cellars,
 But a body can't-work all night.

I wish there was something, somewhere
 Where there's never a dragon to dine!
 Or that some true Lamp of Aladdin,
 With a good tame Genie were mine.

If bears and lions and tigers,
 Must all sit around in a ring,
 Where the Apples of Gold are hanging,
 Do you see?—Why—I can't get a thing!"

So sat and pined and dwindled,
 And mumbled and muttered I. CAN'T,
 Till shrunk to the grit that was in him,
 He was lugged to her nest by an Ant!

GEO. S. BURLEIGH.

EDUCATIONAL INTELLIGENCE.

EDITED BY G. E. WHITEMORE.

In several of the towns elections for School Committee have recently been held with the following results:—

PROVIDENCE.—One-third of the members elected each year.

First Ward—George L. Clarke, Elisha C. Mowry, for three years.

Second Ward—J. Lewis Diman, and James Y. Smith, for three years. William Binney in place of Samuel S. Greene, resigned.

Third Ward—John B. Anthony, Benjamin N. Lapham, for three years. Emory Lyon in place of Merrick Lyon, removed from the ward.

Fourth Ward—Rev. Daniel Henshaw and Samuel G. Currey, for three years.

Fifth Ward—Charles Anthony and John C. Thompson, for three years.

Sixth Ward—Clifton A. Hall and Charles A. Pabodie, for three years.

Seventh Ward—William S. Johnson and Joseph C. Johnson, for three years. Amos M. Bowen in place of E. M. Thurston.

Eighth Ward—William C. Snow, Frederick Burgess, for three years. Edwin A. Smith, in place of B. V. Tillinghast, deceased.

Ninth Ward—George P. Tew and Robert R. Knowles, for three years, and Louis T. Downes in place of Pardon A. Phillips, deceased.

At the meeting for organization, Thomas A. Doyle was elected President, and R. A. Guild, Secretary, the following Committees were elected.

EXECUTIVE COMMITTEE.—Thomas A. Doyle, Chairman; Seth Padelford, William C. Snow, Charles Anthony, James Y. Smith.

COMMITTEE ON QUALIFICATIONS.—Edwin M. Stone, 1st Ward; William Binney, 2d Ward; Emory Lyon, 3rd Ward; Henry H. Burrington, 4th Ward; Benjamin F. Clarke, 5th Ward; Lemuel Osler, 6th Ward; Joseph T. Snow, 7th Ward; Frederick Burgess, 8th Ward; William A. Mowry, 9th Ward.

COMMITTEE ON THE HIGH SCHOOL.—Reuben A. Guild, 1st; George I. Chace, 2d; Arnold Greene, 3d; William W. Hoppin, 4th; Charles Anthony, 5th; Ossian Summer, 6th; Stephen Essex, 7th; H. V. A. Joslin, 8th; Samuel H. Webb, 9th Wards.

COMMITTEE ON EVENING SCHOOLS.—George L. Clarke, 1st; James Y. Smith, 2d; Freeborn Coggeshall, 3d; Charles F. Phillips, 4th; Sidney S. Rider, 5th; Shubael S. Parker, 6th; Joseph C. Johnson, 7th; Alfred A. Harrington, 8th; Robert R. Knowles, 9th Wards.

COMMITTEE ON MUSIC.—Charles S. Perkins, 1st; J. Lewis Diman, 2d; John B. Anthony, 3d; Daniel Henshaw, 4th; John C. Thompson, 5th; Clifton A. Hall, 6th; William S. Johnson, 7th; B. Frank Pabodie, 8th; Lewis T. Downes, 9th Wards.

COMMITTEE ON ACCOUNTS.—Edward A. Greene, Chairman; Amos M. Bowen.

BRISTOL.—Rev. G. S. Locke, Chairman; Rev. J. P. Lane, Rev. H. Jones, Jonathan D. Waldron, W. J. Miller, William Manchester, Ambrose P. Mason, W. H. Simmons, I. F. Williams, John Turner, J. B. Munro, and Rev. R. S. Andrews, Superintendent.

BARRINGTON.—Isaac F. Cady, H. H. Richardson, Rev. S. B. Shaw, D. D.

EAST PROVIDENCE.—George N. Bliss, Charles L. Hazard, George O. Carpenter.

MIDDLETOWN.—John Gould, Thomas B. Buffum, Benjamin Wyatt, E. Truman Peckham, and Charles Peckham 2d. The town appropriated for school purposes, \$1,500.

PORTSMOUTH.—George Manchester, Chairman and Superintendent; Joseph Coggeshall, Clerk; Stephen T. Sherman, William Barden, 2d, William P. Mott, Robert D. Hall, Rev. Benj. H. Chase, Eugene Chase, and A. L. Ackley. Appropriated for schools, \$2,800.

PAWTUCKET.—Dr. Benoni Carpenter, Albert Horton, and John W. Tingley.

SCITUATE.—Charles H. Fisher, Chairman; Jeremiah H. Field, Clerk; and William H. Bowen, Superintendent.

SOUTH KINGSTOWN.—John G. Perry, Rev. E. F. Watson, William C. Caswell, Azael Nuyes, D. P. Spencer, and H. T. Braman.

It was voted to pay three dollars per day to the visiting Committee on Public Schools, and that the superintendent visit each school at least three times each term.

TIVERTON.—Mrs. Benjamin Barker, Mrs. Moses Lawton, and Miss Anna E. Brown. \$2,000 were appropriated for school purposes.

PROVIDENCE.—*School Committee.*—At the regular meeting on Friday evening, April 26, Mr. Charles A. Nichols, of the First Ward, was chosen a member to fill the vacancy caused by the removal of Rev. C. S. Perkins from the city, and was also placed on the Committee on Music, and Mr. Merrick Lyon, of the Second Ward, was elected to fill the vacancy caused by the resignation of Professor G. I. Chace, and was placed on the Committee on the High School. The Superintendent, Rev. D. Leach, presented his quarterly report, as usual, a well written and suggestive paper. He earnestly recommends that a school of Art and Design be established in the city, and pleads for liberal educational facilities for the girls of the city. The schools of the city are in a satisfactory condition.

The whole number of pupils registered the past term is eight thousand six hundred and forty-six. Of these, two hundred and eighty-nine were received into the High School, two thousand six hundred and ninety-four into the Grammar School, two thousand four hundred and forty-seven into the Intermediate, and three thousand four hundred and sixteen into the Primary Schools.

Mr. Burrington, from the Committee on Qualifications, reported the transfer of Louis A. Tetlow from the Harris avenue Primary School to the Carpenter street Primary School, in place of Sarah B. Scammell, absent from sickness. The Committee have invited Orville B. Grant, principal of the High School, Danvers, Mass., to take charge of the Federal street Grammar School.

The resolution recommending one session for the Boys' High School, was, after a spirited discussion, adopted by twenty-one ayes to eighteen nays.

It was also voted that the annual exhibition of the High School occur on Monday, July 1, and steps were taken which, it is hoped, will secure better ventilation in the High School building.

Mr. Burrington, from the Committee on Qualifications, presented a report and resolution recommending a material increase in salaries.

Some discussion followed, and it was moved to lay the resolution on the table. The motion was carried by the casting vote of the President.

Mr. B. F. Pabodie then presented resolutions of sorrow for the death of Deacon William C. Snow, who, for twenty-eight years, has been an active and useful member of the School Committee, and who has for years been connected with many of the most important of the public institutions of the city and State, and has ever been respected for his eminent Christian virtues.

Messrs. Hoppin, Stone and Johnston made brief remarks, eulogizing the deceased, after which the resolutions were unanimously passed.

Providence Teachers' Association.—At the meeting April 8, the question for discussion, related to the importance of requiring accurate statements in recitation.

Mr. Hall opened the discussion. Every answer of the pupil should be a complete proposition. It is important that the definitions of the text books be so arranged as to secure accurate answers to questions that may be asked.

Mr. Manchester alluded to the senseless way to which a child will recite a really good definition, as: A noun is the name of an *object*. After reciting with this emphasis for three years, every individual in a whole class, with one exception, declared he had never seen a noun. One boy thought he had, and when asked to point out one, touched the desk before him. When asked if he ever saw a noun on horseback, he said yes. The suggestion was then made that the definition of a noun be recited in this way: a noun is the *name* of an object. Every scholar in the class was then told to fix his eye on some object, and the name would suggest itself. In five minutes, one hundred and fifty names of objects were given by the scholars, and the class came to the conclusion that they could speak a noun, or read it in a book, seeing it with their eyes, though it is only a word. When this point is fixed, ask the scholars if they ever saw a fraction, and they will say yes, in a book, or on a board. They do not appreciate that a fraction is a part of a real thing, as a bit of paper, or a piece of orange.

Mr. Hoyt thought that this point of requiring definitions might be carried too far. According to Dr. Wayland, simple ideas are incapable of definition. Space, duration, cause and effect were all considered as first truths, and therefore indefinable.

Mr. Stockwell thought it doubtful whether the child received any more benefit from memorizing an *exact* definition than he did from some definition of his own, bearing the freshness of original thought, open to criticism though it might be.

Miss Dean thought that many hours were wasted in the vain attempt to explain division of fractions. The teacher's explanation may be clear, and a few may grasp the idea and their minds will be strengthened for other mental work but a large number would only suffer from intellectual dyspepsia by the effort of the teacher to cram such minds.

As we have often heard this complaint, we humbly agree to find plenty of country scholars who find *no difficulty* in understanding "division of fractions," and plenty of country teachers who have failed to find anything beyond their pupils' comprehension in that topic if it is properly taught.

BRISTOL.—New School House.—Work on the foundation of the new school-house, which was suspended some time since, has been renewed and the foundations are nearly completed. The building is to be built of Massachusetts brick, and is to be finished by September. J. W. Osgood is the carpenter and builder.

LINCOLN.—Public Schools.—The spring term of the schools in the village of Manville closed on Friday, April 19th. These schools have been under the care of Mr. William C. Monroe, of Woonsocket, as principal, and Miss S. S. Wilkinson, as assistant. The conduct of the school has been excellent, and the advancement of the scholars worthy of praise. It is to be regretted that both of these teachers closed their connection with the school this term. Mr. Monroe, we understand, is to enter upon a medical course of instruction preparatory to that profession. We wish him success in his new calling.

The school in District No. 10, Mr. Samuel Olney, principal, we are informed by Mr. Jenckes, of the School Committee, who has the special care and inspection of the school, is second to none in the town that he visits.

EAST PROVIDENCE.—We take the following extract from the *Evening Press*:—

"Watchemoket School closed its spring term, April 26. The exercises of the grammar room took place in the evening at Lyceum Hall, which was completely filled. The first of the evening was occupied by exercises in grammar, arithmetic, and the concert drawing in the map of North America, all of which were very interesting and tended to show the advantage gained from keeping a whole class at work at the same time. We were then favored with readings and songs, excellently rendered as usual. Mr. Whittemore, who leaves to give place to a teacher who can be hired for less salary, spoke a few farewell words, after which he distributed a number of prizes furnished by Mr. King, the trustee, who put fifty dollars into the hands of the teachers for this purpose. As the last prize was given, the recipient, Miss Clara Griswold, addressed Mr. Whittemore, expressing the feelings of the scholars in regard to his work among them and their sorrow at his leaving, and presented him, in their behalf, with a beautiful guard chain with solid gold trimmings. Mr. Whittemore expressed his appreciation of their gift and especially of the feelings that prompted it. Two of Mrs. Whittemore's scholars then presented her, in behalf of her school, as an expression of their love and respect, a very handsome silver cake basket. Miss Lizzie Peck, in a very complimentary manner, expressed to Mr. Whittemore the great sorrow felt at losing so faithful a teacher, and presented him, in behalf of his pupils and friends in the district, with an elegant gold watch—one of the best of the Waltham make—in an 18 carat gold case. Mr. Whittemore, completely surprised, responded briefly, thanking them for so rich a token of their regard and for the kind sentiments which their words and acts expressed. Many an eye was wet with tears as pupils and parents came to the desk to say good bye to a respected teacher. More than one-half of the pupils attending in Mr. Whittemore's room last term, left at this time."

Mr. Whittemore takes charge of the grammar school at Phenix, commencing May 6; salary, \$100 per month.

THE female students of Michigan University have organized a boat club.

THE Bible has been excluded from the public schools of Davenport, Iowa.

THE public school teachers of New York are to be pensioned after twenty years' service.

ANDERSON'S HISTORIES are used in the public schools of 45 of the 66 cities, which, according to the last census, contain more than 20,000 inhabitants each. The total population of these 66 cities amounts to 6,101,458. The total population of the 45 cities using Anderson's Histories is 5,070,904.

Annual Meeting of the Association of New England Superintendents.

THE Association of New England Superintendents of Schools will hold its next semi-annual meeting in Boston, on the 31st of May. Rev. Daniel Leach, of Providence, is President of the Association.

The National Educational Association.

The next annual meeting of the National Educational Association will be held in the city of Boston, Mass., on the 6th, 7th, and 8th days of August, 1872. The forenoon and evening of each day will be occupied by the General Association, and the afternoon of each day by the four Departments,—Elementary, Normal, Superintendence, and Higher Education. The officers intrusted with the duty of making the arrangements, are making good progress, and a full announcement will be made at an early day. The programme of exercises will include several of the most important educational topics now receiving consideration. No labor will be spared necessary to make the meeting a success.

E. E. WHITE, *President*,

COLUMBUS, OHIO.

S. H. WHITE, *Secretary*,

PEORIA, ILL.

MAINE.—We are indebted to the *Portland Press* for an abstract of Mr. Johnson's circular relating to the schools of Maine, from which we quote as follows:—

The circular begins by presenting an abstract of the educational legislation of 1871-2, and then follows a table indicating the present regular sources of school revenue, the approximate, not exact, amount of each, and the approximate total to each town and plantation from which certified returns have been received.

Superintendent Johnson, after giving an opinion on the constitutionality of the mill tax act, on account of doubts having been expressed in regard to it, expresses the belief that a review of the legislation of the past two years affords much that is encouraging to the friends of education. The school revenue has been in a measure equalized, and increased more than one-third. In 1871, the school income required by law was \$625,000. In 1872, this sum has been increased by legislation to \$840,691. This affords an average of \$3.75 (yearly) to each person in the State between four and twenty-one years, which is, however, much below the average of the other Northern States, and also below our proper rates, comparing the wealth of Maine with other States.

The privilege granted towns to provide for industrial drawing is an omen with good promise.

He regrets that physiology, particularly in its relations to every-day life and health, has not been added by statute to the required studies of the school-room.

He concludes by stating what should be done by educators by presenting seventeen suggestions for consideration, and finally recommending that every school-district should have its "Cold Water Temple." A hundred thousand children should be enrolled upon the pledge list this summer, he says, and adds: "What a mighty influence, supplementary to legislative enactment, would thus cross the thresholds of our homes, and abide as permanent temperance agencies by our firesides."

PUBLISHER'S DEPARTMENT.

In accordance with the *special request* of the Postmaster General, we trust that our friends will hereafter, in sending their addresses, give in all cases the name of the COUNTY, as well as the POST OFFICE and STATE.

We trust our friends will not overlook Messrs. COWPERTHWAIT & Co.'s announcement. All teachers will find something there of interest to them.

It is the hope of the SCHOOLMASTER that many of those who are made acquainted with it through the agency of the Rhode Island Institute of Instruction, will deem it for their advantage to continue the acquaintance. We will supply the SCHOOLMASTER to all such persons for the rest of the year for fifty cents in advance.

SPECIAL NOTICE.—The prices of Venable's School History of the United States, and Thalheimer's Ancient History, (*See Wilson, Hinkle & Co's announcement, first page,*) are as follows: Venable's United States, Retail price, \$1.25; single specimen copy for examination, with a view to introduction, sent by mail, post-paid, on receipt of 85 cents. Thalheimer's Ancient: Retail price \$2.50; single specimen copy for examination, by mail, post-paid, \$2.00; or by express, \$1.67. Liberal terms on supplies for first introduction. The United States History will be ready May 15th, and the Ancient History very shortly thereafter.

**EXAMINATION QUESTIONS GIVEN TO THE CANDIDATES FOR ADMISSION
TO THE FREE ACADEMY, NEWBURGH, N. Y., MAY, 1871.**

HISTORY.

1. What was the principal cause of the French and Indian War?
2. State what you can of Gen. Wolf.
3. Of what British legislation did the Colonists first complain?
4. Name the Colonies which united in the Declaration of Independence?
5. Tell what you can about the battle of Saratoga.
6. Give an account of the siege of Yorktown, and the surrender of Cornwallis.
7. Give an account of Lafayette.
8. Tell what you can about the colonization and settlement of the State of New York.
9. Of how many and what branches does Congress consist?
10. How does the mode of electing a Senator differ from that of a Representative?

GEOGRAPHY.

1. In what hemisphere and on which side of the equator is Europe?
2. Name as many countries of Europe and give the location of their capitals as you can.

3. Sketch the British Islands.
4. Tell what cities of China are best known to us, and by what route we could reach them?
5. Mention five principal rivers of North America, and tell what part of the country each drains.
6. Name the seas in and around Europe.
7. Sketch the Eastern coast of the United States.
8. What is the difference in latitude between the United States and Brazil?
9. Sketch the State of York, locating the rivers and chief towns.
10. Tell the source, direction and through what countries the Nile flows.

ARITHMETIC.

1. Define a Fraction, and tell how many kinds there are, giving examples of each.

$$2. \text{ Add } \frac{3}{4} \text{ of } \frac{9}{15} + 5\frac{2}{7} + \frac{1}{8}$$

3. How does a common fraction differ from a decimal fraction?
4. Divide two and forty-eight hundred thousandths by 216, and prove the work.
5. How many acres, roods, rods, yards and feet in twenty-three millions, six thousand and eighty-four inches?
6. When a butcher pays 16 cents a pound for his meat, and sells it for 20 cents a pound, what does he gain per cent?
7. What is the difference between the true discount and the bank discount at seven per cent. on a ninety day note for \$34,000?
8. If a class of 24 pupils, in 14 days consume 8 bushels of apples, in how many days, at the same rate, will a class of 20 pupils, consume 5 bushels?
9. A commences business with \$2,000: at the end of three months B joins him, putting in \$2,200; and one month later C puts in \$1,800. They gain during the year \$1,000. What is each man's share?
10. Extract the square root of .004981.

GRAMMAR.

1. Write the Nom., Poss. and Obj. cases of all the personal Pronouns.
2. Compare Good—first by increasing and then by diminishing the positive degree.
3. Write the plural of—journey, woman, lady, potatoe, gas, city, thief, datum, genius, axis.
4. What is a participle?
5. Write the imperfect tense, and the present and past participles of beseech, love, am, fly, buy, go, lead, ride, lie (to lie down.) and write.
6. Pass the words italicised in the following: "*Mary's father saw John pruning the grapevines.*"
7. Express the same thought in the passive voice, and parse the corresponding words in the sentence thus formed.
8. Give a rule for the use of capital letters.
9. Write the parts of speech.
10. Define the noun, adjective, verb and adverb.

OUR BOOK TABLE.

CLOUD PICTURES. By Francis H. Underwood. Boston: Lee & Shepard. For sale by Gladding Bro. & Co.

Rarely has a book appeared which may be as truly called the author's own creation, as this volume of "Cloud Pictures." These pictures are four in number and embrace a wide variety of scene and a wider scope of thought; trenching indeed somewhat upon the mysterious and vague. The longest sketch, and by far the most complete and finished is "The Exile of Von Adelstein's Soul," in which the notion of a duality of existence is very well carried out; and some very interesting psychological problems propounded. Perhaps the most pleasing of the articles is "A Great Organ Prelude," which shows a more perfect appreciation of the true place which music should hold in the economy of our life than anything we have ever seen. We commend that sketch to all whose souls have ever been thrilled by one of Beethoven's symphonies or Bach's fugues.

AN AMERICAN GIRL ABROAD. By Adeline Trafton. Boston: Lee & Shepard. For sale by Gladding Bro. & Co.

It would seem at first thought that a book of foreign travels would fall on the market with less enthusiasm than almost any other book. So many have been the rounds and "done" the regular thing and then rehearsed the tale of their journeyings, that one wonders where the next traveller shall find the material for the inevitable book.

We have here a very modest, unpretending narrative of the adventures abroad of two ladies, of whom the authoress was one. While the volume contains but little that is new, the old story is told in such a crisp, appreciative way, the old and hackneyed scenes are dressed up in such piquant, attractive garb, the countless sights and wonders are made to play their parts in such new combination, that we are interested and entertained from beginning to end. For summer reading it is just the thing.

OUR EXCHANGES.

SCRIBNER's table of contents for May is quite attractive and deserves the attention of all lovers of good reading. Fact and fiction, prose and poetry, are all represented by articles of unusual merit. This number closes the fourth volume and the publishers assure their readers that new attractions shall be added with the new volume.

In HARPER's, for May, we were very much interested in Mr. Nordhoff's eminently practical and matter-of-fact paper on "California: How to go there, and what to see by the way." To political economists who are engaged in studying out the problem of the adjustment of the relation of labor and capital, we would recommend "Saltire and its Founder," as a practical solution of some of the difficulties which beset the settlement of that question.

For a handsome magazine commend us to LIPPINCOTT. The May number contains an attractive article on Philadelphia, which is beautifully illustrated; "On Foot in Navarre," a series of readable sketches of a somewhat unfrequented and unknown section of country, and yet one about which cluster very many interesting historical reminiscences; "Arnold at Stillwater," a historical poem by Thomas Dunn English; while in "Literature of the Day" are to be found selections from the writings of Alfred De Musset, the rival of Shakespeare, according to Taine. These pieces, with the usual variety of fiction, make a very readable number.

Wood's HOUSEHOLD MAGAZINE for May, bears unmistakable evidence of a more careful editing and a better taste. The present number contains articles by Horace Greeley, James Parton, Rev. T. K. Beecher, Dio Lewis, and many others whose names are well known to the reading public. For the price, we know of no magazine that furnishes so much really good and unexceptionable reading matter. For *Two Dollars* we will send the Household Magazine with THE SCHOOLMASTER.

The May OVERLAND opens with the fourth and closing article on "Wine Making in California." We must say that, in our view, the fact that \$31,000,000 are already invested in that business in California, and that the annual increase is estimated at \$2,000,000 is one fraught with the direst consequences to the "Queen of the West." Our faith in the future prosperity of that State, or any State, is in inverse ratio to the amount of capital it invests in a business whose main products are wrecks of human life, souls stranded on the voyage of life. Following this article follows a historical monograph on "The Second Bull Run," after which we have the usual variety of characteristic articles. With this number of the OVERLAND there is commenced a record of the marriages and deaths on the Western slope, which is said to be compiled with great care and is arranged alphabetically, so as to make it of great interest and value to all who have friends or acquaintances on the Pacific coast.

ALPHABETICAL LIST OF RECENT PUBLICATIONS.

- Annual American Catalogue.* (Third year.) Containing an Alphabetical List of Books Published in the U. S., and imported during the year 1871. With a Classified Index. 8mo., pp. xii., 91. New York, F. Leopoldt. Pap. \$1.50.
- Baldwin, John D. (A. M.)* Ancient America. In Notes on American Archaeology. Illustrated. 12mo. \$2.00. N. Y., Harper & Bros.
- Great Industries (The)* of the United States; being a Historical summary of the origin, growth, and perfection of the chief industrial arts of this country. Including personal sketches of the men who best represent its inventive genius and its mechanical enterprise, by Horace Greeley, J. B. Lyman, Leon Case, Edward Howland, John H. Gough, Rev. E. Edwin Hall, Philip Ripley, Albert Brisbane, F. B. Perkins, and other eminent writers. Illustrated. 8mo. pp. 1,304. \$3.00; leather, \$3.50. Hartford, J. B. Burr & Hyde.
- Larkin Martin.* The Rival Collection of Prose and Poetry for the use of Schools, Colleges and Public Readers. 8mo. pp. 504. New York, J. W. Schermerhorn & Co. \$2.00.
- Nystrom, John W.* A Pocket Book of Mechanics and Engraving. Containing a Memorandum of Facts and Connection of Practice and Theory. 11th edition, revised and greatly enlarged. Illustrated. 16mo Gilt edges. \$3.50. Philadelphia, J. B. Lippincott & Co.
- Romer, A.* Anecdotal and Descriptive Natural History. Illustrated with colored plates and wood engravings. 12mo. pp. 184. N. Y., Scribner, Welford & Armstrong. \$1.75.
- Schellen, Dr. H.* Spectrum Analysis in its Application to Terrestrial Substances, and the Physical Constitution of the Heavenly Bodies, familiarly explained. From the second enlarged and revised German edition, by Jane and Caroline Lassell. Ed. with notes by William Huggins, LL. D. With numerous wood-cuts, colored plates, and portraits; also, Angstrom's and Kirchhoff's Maps. 8mo. pp. 455. New York, D. Appleton & Co. \$6.00.
- Wells, David A. (LL. D.)* The recent Financial Industrial and Commercial Experiences of the United States. A Curious Chapter in Political-Economic History. (Finance-Economic Series. No. 1.) 8mo. pp. 61. Pap. 25 cents. N. Y., J. H. & C. M. Gouldsell.
- Williams, W. W.* The Fuel of the Sun. 8mo. \$3.75. N. Y., Scribner, Welford & Armstrong.
- Anderson, John J. (A. M.)* The United States Reader; embracing Selections from eminent American Historians, Orators, Statesmen and Poets, with explanatory observative notes. 12mo. pp. 414. Half-roan, \$1.50. N. Y., Clarke & Maynard.
- Burleigh, Joseph Bartlett (LL. D.)* The Constitution of the United States, with a complete Index; and Washington's Farewell Address, to which are appended the exceedingly interesting One Hundred and Fifteen Letters and Paragraphs in Washington's Original Manuscripts, that he afterwards either omitted or amended. With a synopsis, parallel and sphere of the National and State Governments. 12mo. pp. 120. 75 cents. Philadelphia, Claxton, Remson & Haffliger.
- English Catalogue (The)* of Books for 1871. Containing a complete list of all books published in Great Britain and Ireland in the year 1871 with their sizes, prices, and publishers' names. With a full list of the Tracts and Pamphlets springing out of the "Dane Europa" Tract and "Battle of Dorking" Article. Also, of the principal books published in the United States of America, with the addition of an Index of Subjects. A Continuation of the London and British Catalogue. Roy. 8mo. pp. 94. New York, Scribner, Welford & Armstrong. Pap. \$2.50.
- Foster, Rev. Alon.* New Cyclopædia of Poet-

- cal Illustrations, adapted to Christian Teaching. Embracing Poems, Odes, Legends, Lyrics, Hymns, Sonnets, Extracts, etc. A companion volume to the new *Cyclopedia of Illustrations*. Roy. 8mo. pp. 696. \$5.00, \$6.00 and \$7.00. New York, W. C. Palmer, Jr.
- Fowler, Rev. C. H. (D. D.)* The Impeachment and Punishment of Alcohol. (Temperance Sermons, No. 13.) 16mo. pp. 29. New York National Temperance Society. Pap. 15 cents
- Maurice, Fred. Denison.* Moral and Metaphysical Philosophy. New edition, thoroughly revised, with Preface and Copious Index. 2 vols. 8mo. (Price reduced) \$9.00. N. Y., Scribner, Welford & Armstrong.
- Moliere.* Le Misanthrope: A Comedy. Edited with Explanatory Notes for the use of Students, by Edward S. Jaynes. M. A. (Students' Series of Classic French Plays.) vol. 3. 12mo. pp. 130. N. Y., Holt & Williams. Pap. 50 cents.
- Norris, Rev. Richard (L. L. D.)* Historical Outlines of English Accidence. Comprising chapters on the History and Developments of the Language, and on Word-formation. 16mo pp. xv. 878. New York, Macmillan & Co. 75 cents.
- Pulley, David (A. M.)* An Account of the Battle of Bunker Hill. Compiled from Authentic Sources. With Gen. Burgoyne's Account of the Battle. 24mo. pp. 75. With a Map. Boston, A. Williams & Co. 50 cents.
- Ruskin, John.* Aratra Pentelici. Six Lectures on the Elements of Sculpture, given before the University of Oxford, in Michaelmas Term, 1870. With Photographs and Woodcuts. 8mo. Calif. \$15.00. New York, Scribner, Welford & Armstrong.
- Thouless, A.* Elegies. Translated into English Verse. With Life of the Poet and Illustrative Notes. By James Cranston. 12mo. New York, Scribner, Welford & Armstrong. \$3.50.
- Venable, W. H.* A School History of the United States. 12mo. pp. xxx, 247. \$1.25. Cincinnati, Wilson, Hinkle & Co.
- Walker, Amasa (L. L. D.)* The Science of Wealth. A Manual of Political Economy, embracing the Laws to Trade, Currency and Finance. Condensed and Arranged for Popular Reading and use as a Text-book. Students' edition. 12mo pp. xxx 465. \$1.50. Philadelphia, J. B. Lippincott & Co.
- Watts, Henry.* A Supplement to the Dictionary of Chemistry and the Allied Branches of other Sciences. 8vo. pp. 1,137. \$9.00. New York, D. Van Nostrand and Wm. Wood & Co.
- Wilson, Rev. H. (D. D.)* Golden Fountain; or Illustrations of Bible Truth. 12mo. pp. 38. \$1.50. New York, Thomas Nelson & Sons.
- Wood, Alphonso,* and G. P. Morgan. Students' Plant Record. A Manual of Blanks for the Student and Practical Botanist for Recording specimens. 12mo. pp. 144. 75 cents. New York, A. S. Barnes & Co.
- Bradbury, Wm. F.* Elementary Geometry. (Eaton's Mathematical Series.) 12mo., pp. 12, half mor. \$1. Boston, Thompson, Bigelow & Brown.
- Elementary Trigonometry. (Eaton's Mathematical Series.) 12mo., pp. 140, half mor. \$1. Boston, Thompson, Bigelow & Brown.
- Butler (E. H.) & Co.'s* New American Series. New American Primary Speller. 16mo., pp. 72 bds., 20 cts. Phila., E. H. Butler & Co.
- Dilworth, Thomas.* Dilworth's Spelling Book. A new Guide to the English Tongue. Improved ed. 16mo., bds., 81 cts. N. Y., Collins & Bro.
- Koedler, Felix J. B.* A Practical and Theoretical French Grammar. 12mo., pp. 265, \$1.50. N. Y., George. E. Lockwood.
- Lowell, John E.* New School Dialogues; or Dramatic Selections, either for Reading, Recitation, or Exhibition. New ed., rev. and enlarged. 12mo., pp. 456, \$1.40. N. Y., Collins & Bro.
- Murphy, Jas. G. (L. L. D.)* A critical and Exegetical Commentary on the Book of Leviticus; with a New Translation. 8vo., pp. 348, \$2.50. Andover, Warren F. Draper.
- Ormaiztegui (Lord.)* Astronomy and Geology Compared. Post. 8vo., \$3. New York, Scribner, Welford & Armstrong.
- Timbs, John.* The Year-Book of Facts for 1872, exhibiting the most important Discoveries and Improvements in Science and Art of the past year. 18mo., \$2. N. Y., D. Van Nostrand.
- Abbott, John S. O.* History of the Empire of Russia, from the Earliest Period to the Present Time. Illust. Cr. 8vo., pp. 646, \$2 and \$2.50. Boston, B. B. Russell.
- Baile, J.* Wonders of Electricity. From the French edition, with numerous additions, by Dr. John W. Armstrong. With 65 Illustrations. 12mo. pp. 335. \$1.50. New York, Scribner, Armstrong & Co.
- Comfort George F. (A. M.)* The First German Reader, to succeed the First Book in German. 12mo. pp. 99. New York, Harper and Bros. 50 cents.
- Kinsey, O. P.* The Normal Debater. Designed for the use of all Common Schools, Academies, and Colleges, as well as a Guide for Teachers' Institutes and Business Meetings in General. 16mo. pp. 88. Cincinnati, J. Holbrook & Co.
- Morford, H.* Short Trip Guide to Europe. New edition for 1872. Materially rewritten from Personal Travel of last Summer. With new routes in Holland, Belgium, Germany, Switzerland, Italy, the Northern Countries, etc. With map. 16mo. New York, Sheldon & Co. \$1.50.
- Nerts, Robert P.* Black Robes; or, Sketches of Missions and Ministers in the Wilderness and on the Border. 12mo. pp. 396. Philadelphia, J. B. Lippincott & Co. \$1.50.
- Nichols, William Ripley.* An Elementary Manual of Chemistry. Abridged from Elliot & Storey's Manual of Inorganic Chemistry. 12mo. pp. 350. \$1.50. New York, Ivison, Blakeman, Taylor & Co.
- Nicholson, Henry Alleyne (M. D.)* A Manual of Zoology, for the use of Students. With a General Introduction on the Principles of Zoology. Second edition, revised and enlarged. 8mo. pp. 673. \$2.50. New York, D. Appleton & Co.
- Pelle, John (M. A.)* An Introduction to Greek and Latin Etymology. Second revised edition, cr. 18 mo. pp. 470. \$3.50. New York, Macmillan & Co.
- Rushton, W. R. S.* The Songs of the Russian People, as Illustrative of Slavonic Mythology and Russian Social Life. 8mo. pp. 456. \$6.00. N. Y., Scribner, Welford & Armstrong.
- Ruttenber, E. M.* History of the Indian Tribes of Hudson's River; their Origin, Manners, and Customs, Tribal and Subtribal Organizations; Wars, Treaties, etc., etc. Illustr. 8mo. pp. 415. Albany, T. Munsell. \$3.50.
- Shakespeare.* Hudson's Family Shakespeare; and Shakespeare, his Life, Art, and Characters, 4 vols., 12mo. \$9.00; hf. mor., \$13.00; calf, \$15.00. Boston, Ginn Bros.
- Speakers' Garland (The)* and Literary Boquet. Comprising "100 Choice Selections," Nov. 1, 1, 1, 1, and 4. 4 vols. in one, 12mo. pp. 720, \$3.00; paper ed., gilt, \$2.50. Philadelphia, P. Garrett & Co.
- Strickland, Agnes.* Lives of the Last Four Princesses of the House of Stuart. Post. 8mo. pp. 396, \$1.50. New York, Scribner, Welford & Armstrong.
- Taylor, Samuel H. (L. L. D.)* An Elementary Grammar of the Greek Language. Based on the 25th ed. of Kühner. 12mo. pp. 394, \$1.50. N. Y. Ivison, Blakeman, Taylor & Co.

The Rhode Island Schoolmaster.

JUNE, 1872.

VOLUME XVIII.

T. W. BICKNELL, Editor.

NUMBER VI.

AN ELEMENTARY COURSE OF STUDY.*

A course of study is but a means to an end. To know what means must be employed to secure an end, we must clearly perceive that end.

The end to be secured by a course of study is either the development of a pupil's powers or his preparation for some specific employment.

The first, is the good of the pupil as an intelligent, moral being; the second, is his usefulness in meeting the demands of some particular vocation. The demands of a specific employment and the requirements of the pupil's nature often concur; hence in discussing the utility of some studies it is needless to separate the ends of study, but in considering a course of study it is well to discriminate closely.

The end to be secured by a course of study in our common schools should be the development of the pupil's powers rather than a preparation for a specific employment. In proof of this proposition two reasons may be urged. First, circumstances forbid us to train the pupils for a given employment.

In Europe, the social condition of the common people is so fixed, and the sphere of their efforts is so limited by circumstances, that one can often predict with a good degree of certainty what will be the

*Read by J. C. GREENOUGH, Principal Rhode Island Normal School, before the R. I. Institute of Instruction, January 19, 1872.

employment of children born in a given district. In our own land, it is impossible for the teacher to predict with any degree of certainty what will be the life-work of his pupils, and consequently he cannot give special training for it. A second reason for not making a course of study a mere means of training for a specific employment, is, that every human being is created for ends higher and nobler than the demands of any craft or trade.

The nature of our faculties as well as divine authority urge us to strive for the perfection of our powers. That the teacher may know what means are to be used to develop the pupil's powers, the teacher must heed the facts revealed in his own consciousness, and by observation learn the laws of mental activity and of mental development. By experience and by observation, we learn that those powers by which we gain a knowledge of the external world through the senses, are first in the order of development. These are the powers by which we have sensations and perceptions, or the presentative powers.

Upon the activity of these, the activity of all other powers of the mind primarily depends. The original materials of all our knowledge are gained through the activity of these powers. So far as these powers are undeveloped, so far as the pupil lacks, in any department of his study, the knowledge which is gained through the activity of these powers, just so far will the products of his imagination and the results of his reasonings be defective.

It is the first and the most important work of the teacher in developing the intellect, so to develop the presentative powers and so to lead the pupil to gain knowledge through the activity of these powers, that his subsequent knowledge dependent upon his earlier acquisitions, shall not prove a "a baseless fabric."

To develop the presentative powers, the pupil must study objects, and these objects should be something more than the printed forms which make up letters, words, and sentences.

Nature has provided us with objects in the richest abundance and variety,—objects adapted to attract the eye and impress the ear of the child,—objects adapted to produce the keenest mental activity of the child and to occasion true knowledge.

To objects found in the material world about him, the mind of the

child instinctively turns. It is the work of the primary teacher so to direct the observation of the child as to lead him to acquire facts important in themselves, but chiefly valuable as the sources and the occasions of subsequent knowledge. During his earlier school years, the pupil should have lessons on forms, on colors, on numbers, on weight, on locality, on the measurement of length, surface, and solids, on minerals, on plants, and on animals. Lessons in drawing and in language should accompany other lessons. As the formation of character is the most important work of every teacher, lessons on manners and on morals should be given at suitable times. These lessons should not be formal exercises, recurring at regular intervals, but should be given as the conduct of pupils or the objects of study furnish occasions.

During the period of primary instruction, the pupil should have nothing to do with the technical terms, nor the exact formulæ of science. The science of numbers, or of mineralogy, or of botany, or of zoology, or of language in the form of grammar, should not be attempted, until a later period when the reflective powers of the pupil are developed.

Whoever attempts to teach the general principles which constitute science, to young pupils, will fail. Young children, it is true, may master the words used to express scientific truth, and may by their fluency in giving quotations from books deceive both themselves and a superficial observer, so that both shall believe that, when so much is said, much must be known. But careful examination of the processes of the pupil will readily convince any candid mind that knowledge of the written statements of principles, and actual knowledge of principles, differ widely.

Science consists of principles properly arranged. A knowledge of principles depends upon a knowledge of facts; hence we naturally arrive at a knowledge of principles through a knowledge of facts. It is the work of early childhood to learn facts and to so learn as to train to habits of accurate observation. The child is to observe for himself, but not without method. The teacher is to guide and thus lead him to acquire a right method in his study. The pupil is not to learn all facts respecting the objects he studies. He is to learn those facts which he will afterwards use in gaining a knowledge of scientific truth.

A knowledge of facts is of little value in itself. Its chief value is, that in such knowledge we find the occasions of higher knowledge,—the knowledge of principles.

The object lessons, by which the knowledge of facts is acquired, should be carefully and systematically arranged with special reference to the scientific truth which is to follow. While novelty and variety should ever render the object lessons in the primary school attractive, the methods pursued should be such that the pupil shall make definite and steady progress. In the mind of the teacher there should ever be the clearest method and a well defined plan. Better follow the worn track of some text-book, than attempt object lessons in a hap-hazard, methodless manner. One of the most evident defects of our present system of public instruction, is the failure to furnish pupils with suitable elementary instruction, before attempting to teach them scientific truth. In order to give proper elementary instruction objects are needed. Many of the objects needed abound in nature, but they must be brought within the sphere of the pupil's senses. He must see them and handle them under the guidance of a skilful teacher. A proper course of study, for primary and intermediate schools, requires that the schools be furnished not only with black-boards and crayon, which are now found in every school worthy of the name, but with a collection of minerals and of zoological specimens, and that botanical specimens be near at hand. Pupils can become so much interested that they will aid in gathering the needed objects of study. Teachers can do much by diligently gathering the objects of study from field, forest and mart, as they have opportunity, but to carry the work of elementary instruction steadily forward by object lessons according to the best mode, and at the same time to collect the materials to be used in teaching, is a task more difficult than that of the Israelites when, scattered abroad throughout "all the land of Egypt," they gleaned stubble for their bricks.

We need not expect that pupils in our schools will reap the benefit of a course of study, however wisely it may be arranged, until our schools are furnished with the means of making it effective.

The time is not far distant when it will be deemed as important to furnish a school with the means of elementary instruction, as to furnish it with chairs and desks, or the pupils with books.

I should be glad to see the State of Rhode Island inaugurate this advance in elementary instruction, by making it one condition of a district receiving its proportion of the State appropriation, that the district shall have specified apparatus for elementary instruction.

As soon as a child has ideas he instinctively strives to give them expression, and in thinking we make use of the symbols of ideas as well as of ideas. Accurate, consecutive thought requires accurate language. It is, therefore, evident that the proper development of the pupil's powers requires that lessons in language shall form an essential part of both an elementary and a scientific course of study. The writing of compositions, though an important means of gaining a knowledge of the right use of language, is but one means. Language lessons should accompany all other lessons. The work of the teacher, in teaching any lesson, is not completed until the ideas which the pupil has acquired by the lesson are embodied in accurate and appropriate language. In teaching language the teacher should be careful that the pupil do not gain mere words without ideas, for words without ideas do not constitute language. Object lessons furnish the best opportunities for lessons in language. An object lesson cannot be well given without becoming in part at least a lesson in language.

Let us, in passing, look upon a skilful teacher as she gives her primary pupils an object lesson. She wishes to give a lesson upon minerals. Specimens of the same kind are put into the hands of the pupils, and they are required to find out by their own observation all they can of the object in hand. The teacher then questions in such a way as to fix the attention of each pupil upon just that quality which is first to be noticed. The pupils are then required to state individually what they observe. If the pupils are unacquainted with the language needed to express their ideas, the teacher supplies it as soon as it is evident that they have the correct ideas. Thus the teacher proceeds, calling attention to that which the pupils are to describe, calling upon individuals to describe, leading them to correct incorrect expressions, and, when the correct description is reached, giving the name of the thing studied. The pupils are now required to frame sentences describing the object. After the oral exercise in describing the object, or in connection with the oral exercise, the pupils express their ideas of the object in writing.

Lessons from the printed page may give fluency in the use of borrowed terms, but lessons upon objects, when skilfully given, will lead the pupil first to gain correct, precise notions of the things to be described, and then to describe them in expressions he himself has framed. Such lessons lead the pupil to correct his own diction, to enrich it, and to originate both thought and its appropriate expression.

Language, in its broadest application, includes all the means by which thought and feeling are expressed. In order, therefore, to develop the pupil's powers of expression, we must add to reading and writing, drawing and vocal music. Drawing, not only as a means of expressing one's own conceptions, but as a means of training the hand of the pupil, and as a means of training him to habits of patient and accurate observation, is an indispensable part of any course of study.

The aid which drawing furnishes the pupil in nearly all his studies is, of itself, a sufficient argument for making it prominent in our schools. Doubtless most pupils not trained in drawing would attain as great excellence in penmanship if one-half of the time now spent in learning to write were given to drawing.

Vocal music aids the pupil in becoming a good reader. Reading, so far as it is the expression of emotion, is but a kind of music. Whatever is adapted to develop the emotional nature can never be second in importance in a course of study to that which is adapted to develop the intellect.

Both drawing and vocal music are adapted to develop the emotional nature, and, through the recreation which they furnish the young during their leisure hours and the charm they lend to home, are important means of moral culture.

The body is the instrument of the mind, and a vigorous, healthy body is an essential condition of a sound mind. Hence, while striving to develop the intellectual powers of the pupils, the true teacher will not neglect their physical culture. Though he may not form classes in physiology, yet he will himself be so familiar with the facts and the principles of physiology that he can furnish clear and simple reasons for the physical duties he requires. He will lead his pupils to hold in utter contempt debasing habits, which, by weaken-

ing physical strength, limit mental power, and lessen manhood. Physical training should enter into every course of instruction, not as an end, but as a means to mental and moral culture.

It was my intention to close this paper with a careful consideration of the question: "How shall we develop the moral and religious nature of the pupil in an elementary course of instruction?" No question is more important. No question will oftener press itself upon the mind of the conscientious teacher who believes that the true end of all teaching is to form the characters of pupils so as to fit them not only for the duties of this transient life but for the blessed service of an immortal life. But, as a gentleman of large experience* in the work of teaching,—to him a sacred work,—is to follow me with an address upon "Manners and Morals," I give place to him.

TEACHERS.

BY JOHN D. PHILBRICK.

"All roads lead to Rome;" so all lines of educational improvement converge into one central object,—*the teacher*. The importance of other elements that go to make up a good school may be, and often are, over-estimated. Not so with the teacher. The teacher *is* the school. How to secure to every school a teacher who understands and loves his work,—this is the supreme educational problem at all times and in every place. It is a comparatively easy matter to build good school-houses, and make a judicious choice of text-books, and draw up a rational and sound scheme of instruction; but to furnish such teachers as are needed is a very different thing.

At the present day no one, whose educational opinion is of much account, doubts that special preparation is requisite for success in teaching. It is not enough that the person who undertakes to exercise the functions of teacher has enjoyed good advantages for general culture. To a thorough, general education in literature and science, he ought to add a knowledge of the principles and methods of in-

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struction and discipline. Thirty years ago or more, Horace Mann delivered in every county in the State an eloquent address on the proposition, "Special preparation is a pre-requisite to teaching." He set in a clear light the frightful waste of time and money in our schools for want of such preparation. But he found everywhere opponents who told him that the teacher was born, not made; that skill in teaching was a gift that came by nature; that it was an art which was incapable of being imparted by any process of training. But, happily for us, a great change has taken place in this respect. There is now a tolerably general agreement among us about the necessity of special professional training as a means of fitting teachers for their important and difficult duties. Nor is there any great difference of opinion in regard to the expediency and economy of providing for this needed training, through the instrumentality of special schools which are exclusively devoted to this single object. We call these institutions Normal Schools, the name *normal* being derived from a Latin word, which signifies a rule, standard, law. Schools of this character were called Normal Schools, either because they were designed to serve in themselves as the model or rule by which other schools should be organized and instructed, or because their object was to teach the rules and methods of instructing and governing a school.

Twenty years ago, after a thorough and exhaustive discussion of the subject, the School Board of this city established a Normal School for the professional training of female teachers. This institution was not merely a Normal School in *name*; it was a Normal School in reality. And it did not aim or pretend to be anything else than a Normal School. Its sole aim was "to fit its pupils in training for the practical duties of teachers, by making them familiar with the most approved methods of teaching, and by giving them such command of the knowledge they have acquired, and such facility in imparting it as shall enable them to originate methods of their own, and to apply them successfully in the instruction of those who may afterwards come under their care." It commenced its career with the most flattering prospects of success, but before it had been in operation quite three years, the public sentiment demanded provision for the higher education of girls who were not intending to become teachers. The School Board undertook to meet this demand

by changing the character of the Normal School so as to make it a High School for girls as well. "It will not, however," said the advocates of the measure, "entirely lose its character as a Normal School." True enough, it never has entirely lost its normal characteristics. But from that day it has been more of a High School than a Normal School. It has undoubtedly rendered great service to the city. It has always been a school of many excellences; many of our most successful teachers have been indebted to it for the best part of their education, and the establishment of the Training Department, eight years ago, deserves especial mention as a step in the right direction, from which our schools have derived considerable benefit. Still, I believe that far better results would have been attained by two separate organizations. Everywhere, as education advances, educational institutions are simplified. *Institutions become more efficient in proportion as their functions are limited and distinctly defined.* The academy which enjoys the highest reputation in New England, and perhaps in the country, for fitting young men for college, limits itself to that single object. I have always regarded our plan for accomplishing the objects of two different schools under one organization as a temporary expedient, and its abandonment as merely a question of time. It has been too long delayed. But the degree of unanimity with which the Board has just now, after long deliberation, voted to have a separate High School for girls, and a separate Normal School for the training of female teachers, leaves no room to doubt that this vexed question is at length settled.

This important action of the Board will leave the High School in its grand edifice, free to expand itself, untrammelled, and to adapt its curriculum to the growing demand of the community for the largest and most liberal provision for the higher education of such young ladies as possess the disposition and capacity to avail themselves of it. The Normal School, on the other hand, not concerning itself with the business of imparting to its pupils a general education in literature and science, but limiting itself to the specific object of training its pupils in the science and art of education, of forming teachers of pupils who are already well-educated women, will be enabled to supply our schools with teachers of the highest qualification. If

these institutions are conducted on right principles there will be no rivalry and no antagonism between them, any more than there is between the Latin and English High Schools. They will harmoniously co-operate with each other for the promotion of the educational interests of the city.

TWO PICTURES.

II.—I. WILL.

I. WILL stand up like a hero
And smites the rock in its face,
Its black jaws open, a tunnel
Where his snorting fire-steeds race.

He snuffed the gales of the morning
That over the Spice Isles blow,
And built him an iron dragon
On the roaring waves to go.

In the very teeth of the tempest
He drove his rivetted scales;
And he has white wings to waft him
Before the obedient gales.

He has laid his hand on lightning,
And his bridle-rein is of wire;
And lo, on his three-penny errands,
Off trots that demon of fire!

He would whisper the price of cotton
To his neighbor just over the sea,
So the flame-imp dives to the bottom,
It is done within clock-ticks three.

The rocks of the steep Nevada
In his molars of steel are torn;
And he winnows his crags for treasure
As a farmer his golden corn.

He plucks the mantle of winter
From all the shuddering lakes,
To temper the burning solstice
When the fiend of fever wakes.

He has sold blue-frost by inches,
 And said to his ice-berg Shares,
 "Go up, go up, old Baldheads,
 And now, fetch on your Bears!"

The terrible bears of Alaska,
 Did they frighten his laughing girls?
 No, they followed in sweet pomatum
 The wave of their golden curls.

He holds the Lamp of Aladdin
 In the resolute eye and brain,
 For the Genii that conquers Fortune
 Is a purpose strong and fain.

So grows into power and honor
 The soul of the gallant I. WILL,
 Till matching the grit that is in him
 Can its grandeur the ages fill!

GEO. S. BURLEIGH.

THE FIRST PRINCIPLES OF NUMBER AS DEVELOPED WITH THE SIXTH CLASS.

BY MISS A. E. READ, TEACHER IN BOSTON.

In beginning my first lessons in number, I bring before the class a book, a pencil, or a bell, and ask different children the names of the objects before them; they give me the names of them, and then they are asked, *how many* books, how many pencils, etc.; they reply one. I ask them to repeat after me, one *book*, one *pencil*, one *bell*, and then different children volunteer to find me any one object that they may see in the room, always being required to connect the *name* of the object with the number found.

After a little drill upon one, I place one more beside the object first taken; if I have taken books, I place one book by the first, requiring the children to watch me closely. I put one pencil by the first, and then taking both away, ask any child to do as I have done. How many books did I put with the first book? How many pencils with the first pencil? How many have I now? If they cannot all tell me, I say, *two* books, *two* pencils, and then desire them to count

alone; one pencil, two pencils; one book, two books, and then the children are sent to find and count any two objects in the room.

Three and four, and the numbers as far as ten, are taken much the same way, every new number being preceded by drill upon the numbers already given.

After they can recognize two and three readily, and have some idea of the increase of number by *one*, the numeral frame is taken, and a child is asked to move four balls to one side of the frame; he is then asked to take one ball from the four balls, and the class tell how many balls are left; then one is taken from the three balls, and the children tell what remain, and finally the class see that nothing is left, by taking one from each number of balls.

After considerable practice upon the first ten numbers, and their increase and decrease by *one*, the addition of numbers with objects (the sum not to exceed ten) is begun. I first take bright-colored blocks, as they are easily seen and handled; I place one upon my desk and ask the class how many blocks they see (*one*); at a little distance from it I place another, and they say it is one block; then we count the number of blocks upon the desk and find there are two; pointing to the first block, I say, one block (class repeats) and one block are two blocks; then the blocks are removed, and some child is asked to repeat it, selecting and placing as done at first.

After some little practice with the teacher at the desk, the children are sent to the boxes at the back of the room, which contain bright colored cards. The number of cards first sent for is very small, as two cards and one card; three cards and two cards; these are arranged at each side of the desk, and when all the children are ready the bell is struck, and each child stands in turn, and gives the number of cards at each side of the desk; and then their sum, as four cards and three cards are seven cards.

Another part of the programme is counting by objects to one hundred. Nail-prints, spools, blocks, or cards are used by teachers and children in learning the succession of numbers; and when that is well learned questions are asked the class upon,—

First. The Relative Size of Numbers; as, Which would you rather have, sixteen tops or twelve tops? nine apples or eleven apples? and

Second. The Order of Numbers, the children being asked to tell what comes next after any number that is given them; what comes next after nineteen? thirty-seven? twenty-three? etc., and when the last step is well understood, the class will readily add *one* to any number below twenty without the use of objects, as thirteen cards and one card are fourteen cards; sixteen cards and one card are seventeen cards.

These are the different steps that I have followed in number this term, and comprise all the limits in the Sixth Class.

BRITISH SCHOOLS AND BOARD SCHOOLS.

[The following extracts are from a report of the Secretary of the British and Foreign School Society, London.—ED.]

A British School is a school for the poor,—managed by a Committee of the friends of education, selected without any reference to political party or religious sect, or so chosen as to represent all denominations,—carried on by a trained teacher, with the assistance of pupil-teachers and monitors,—and conducted on the principles of the British and Foreign School Society.

The Principles of the British and Foreign School Society, as expressed in the original rules, framed in 1814, are as follows:—

"All schools which shall be supplied with Teachers at the expense of this Institution shall be open to the children of parents of all religious denominations. Reading, Writing, Arithmetic, and Needlework shall be taught; the lessons for reading shall consist of extracts from the Holy Scriptures; no catechism or peculiar religious tenets shall be taught in the schools, but every child shall be joined to attend regularly the place of worship to which its parents belong."

In course of time Reading Books were introduced, the teaching of Writing, Arithmetic, and (to girls) Needlework became universal in schools of the class, and the fundamental principles were re-stated thus:—

I. In all schools established in connection with, or assisted by, the British and Foreign School Society, the Holy Scriptures in the

Authorized Version, or extracts therefrom, shall be read and taught daily.

II. No Catechism, or other formulary peculiar to any religious denomination, shall be introduced or taught during the usual hours of school instruction.

III. Every child attending the day school shall be expected to attend the particular place of worship or Sunday school which its parents prefer.

These great general principles being observed, all other matters, whether relating to the government of the school or the extent of instruction imparted, fall under the direction and control of the Patrons or Local Committees.

In the *last Annual Report* of the Society, the Committee affirm that—

"Time has only strengthened faith in the principles which its supporters have asserted and sought to embody in an actual organization, viz., that education should be brought within reach of the lowest; that collective teaching is more economical, and therefore better adapted to schools for the poor, than that which is individual; that local management, aided and directed by a central organization, is most likely to prove efficient; that education is a work of such vast importance that teachers of Christian principles ought to be selected and carefully trained; that no education can be complete unless the child is taught from the Bible to 'love the Lord his God with all his heart, and his neighbour as himself;' and lastly, that the consciences of all are entitled to respect, and no child ought to suffer any disability because of the conscientious views of the parent."

The course of Instruction in British Schools embraces a wide range of subjects, varying, of course, according to the class of children, the attainments of the teacher, and the views of the local supporters. Grammar, History, and Geography are taught, as well as Reading, Writing, and Arithmetic. The singing of cheerful songs is generally a part of the routine, and the study of Music is often pursued scientifically. The science of common things is illustrated in object lessons, and in many schools considerable progress is made in the knowledge of the elements of Physical Geography, Natural History, and Physiology. Drawing is introduced where practicable. The

Kinder-garten amusements are employed in Infant Schools. Manual exercises in the schoolroom, and gymnastics in the playground, are encouraged. Needlework, cutting out, knitting, plaiting, and the industrial occupations of the district are practised. Nothing that is likely to fit the children for their daily life is intentionally shut out. The aim is to develop intelligence and moral power, to make loyal subjects, good citizens, and God-fearing men and women. As a part of the instruction the Bible is read, and Bible lessons are given. In the schools under the immediate control of the Committee of the Society, the teachers take great pains not only to explain and enforce the precepts of the sacred volume, but also to make the children love them, and receive them as the guide of their lives. The teaching is not of a controversial kind, and no attempt is made to inculcate the peculiar doctrinal tenets of any class of Christians.

The practicability and value of the British System is supported by abundant testimony. In the Blue Book of the Committee of Council on Education for 1869-70, at page 461, one of H. M. Inspectors (Mr. Bowstead) writes :—

"The British and Foreign School Society had been carrying on its voluntary and unaided work for forty years or more before your Lordships' minutes of 1846 enabled it to place its schools in connection with the Government, and to obtain that annual assistance which has since contributed so largely to increase the extent and efficiency of its operations. . . . In many of our wealthiest and most populous towns, if inquiry be made as to which is the largest and most popular elementary school in the place, it will be found that it is a British school; and in many of our great centres of industry, the British school, or a school on similar principles, is the only one that finds favor with the toiling multitude. . . . These schools have formed a large majority, though not the whole, of the schools under my inspection during the last eighteen years; and so far from having found the realization of their plan of giving a religious yet unsectarian education to be an impossibility, I have found it everywhere working most smoothly and most satisfactorily. I have found teachers of every Protestant denomination, Churchmen as well as Dissenters, in charge of British schools, and I have never known one of them accused of endeavoring to implant in the children's minds

the peculiar tenets of his own sect. It happens quite as often as otherwise that the teacher belongs to one denomination, while the bulk of the managers of his school belong to another; and yet I have never known any religious difficulty to arise out of that circumstance. Nor has the difficulty been smoothed over by any sacrifice of the religious element. In the great majority of British schools, Scripture lessons are regularly given. There are a few schools calling themselves British, which decline to carry out the whole British programme, and confine themselves to a literal compliance with the Government requirement, that the Scriptures in the Authorized Version shall be read daily. But these are exceptional cases, and in the great bulk of the schools of this class, the Scripture lesson is a matter of great concern to the managers, and is very carefully attended to."

The Arrangements and Status of British Schools are very slightly altered by the education Act of 1870. The Bible reading and Bible lessons have to be put outside of the required hours of secular instruction, and the following rules have to be "conspicuously put up" in every schoolroom under Government Inspection:—

"1. It shall not be required as a condition of any child being admitted into, or continuing in the school, that he shall attend or abstain from attending any Sunday school, or any place of religious worship, or that he shall attend any religious observance, or any instruction in religious subjects in the school or elsewhere, from which observance or instruction he may be withdrawn by his parent, or that he shall, if withdrawn by his parent, attend the school on any day exclusively set apart for religious observance by the religious body to which his parent belongs.

"2. The time or times during which any religious observance is practised, or instruction in religious subjects is given at any meeting of the school, shall be either at the beginning or at the end, or at the beginning and the end of such meeting, and shall be inserted in a time-table, to be approved by the Education Department, and to be kept permanently and conspicuously affixed in every schoolroom; and any scholar may be withdrawn by his parent from such observance or instruction without forfeiting any of the other benefits of the school.

"3. The school shall be open at all times to the inspection of any of her Majesty's Inspectors; so, however, that it shall be no part of the duties of such Inspector to enquire into any instruction in religious subjects given at such school, or to examine any scholar therein in religious knowledge, or in any religious subject or book.

"4. The school shall be conducted in accordance with the conditions required to be fulfilled by an elementary school in order to obtain an annual parliamentary grant."

The difference between Board Schools and British Schools, where the spirit as well as the letter of the Act is adopted, is to a great extent nominal; for in both cases the management is vested in the representatives of the contributors freely chosen. The Board School, like the British school, *must* be undenominational, no children been excluded on religious grounds, no religious catechism or formulary which is distinctive of any particular denomination being taught in the school, and no interference being allowed with the parents' choice of place of religious worship or Sunday school. It was in urging this upon Parliament that Mr. Gladstone said:—

"We have in this country a society which aims at undenominational and unsectarian education—we have the British and Foreign School Society, which has for sixty-five years sought this object, and which has chosen the very path which the Government are now proposing to the Committee."

The School Board *may* so far depart from British principles as to shut out Bible reading and Bible teaching. If, however, the example of the School Board for London be followed, there will not be many secular schools. After considering various amendments, the following resolutions were carried by a majority of 38 to 3 in one case, and without a division in the other.

March 8th. "That in the schools provided by the Board the Bible shall be read, and there shall be given therefrom such explanations and such instruction in the principles of religion and morality as are suited to the capacities of children, provided always,—

I. "That in such explanations and instruction the provisions of the Act in Sections 7 and 14 be strictly observed, both in letter and spirit, and that no attempt be made in any such schools to attach children to any particular denomination.

II. "That in regard of any particular school, the Board shall consider and determine upon any application, by managers, parents, or ratepayers of the district, who may show special cause for exemption of the school from the operation of this Resolution, in whole or in part."

March 15th. "That such explanations and instructions as are recognized by the resolution of Mr. W. H. Smith, which was carried on the 8th of March, shall be given by the responsible teachers of the school."

The teachers educated in accordance with the principles of the British and Foreign School Society, are trained to "that respect for conscience, that veneration for conscientiousness even in the humblest and poorest, upon which all education should be based." The British and Foreign School Society has at present two Training Colleges, accommodating 100 male and 102 female students. The Committee is preparing to double (at least) the number of teachers sent out every year. These teachers are recognized by the Education Department as *certificated* when they leave; most of them are qualified to teach drawing and singing; some possesses the certificates of the Science and Art Department; all have had careful instruction and practice in the art of teaching.

The last published Report of the Committee of Council contains the following remarks:—

"At the Borough Road, order and cleanliness, and careful attention to sanitary considerations, were conspicuous in every part. . . . The teaching and superintending staff of the college remains exactly the same as it was when Dr. Morell reported upon it last year. It is an excellent staff, and does its work most thoroughly. . . . The lessons, recitations, and reading of the students, which occupied a large portion of the week, were quite as satisfactory, on the whole, as I have ever known them to be. They afforded evidence of careful training and thoughtful preparation. The merits of individual students varied greatly, some of the best appearing to me to do their work excellently, whilst a few of the feeblest could not be classed as more than moderate. But there was nothing like an absolute failure in any case. . . . The arrangements for attendance on the part of the students in the practising school are sub-

stantially the same in most respects as they have been for some time past. . . . At Stockwell the dormitories are in excellent order, and due supervision is exercised by responsible persons, having bedrooms on the same floor with the students. The dormitory regulations issued by order of the Committee are very practical, such as that every student is to leave her room neat, that no wearing apparel or other article is to be left on the bed, but everything must be laid in its appointed place. Among the general regulations I find the following memorandum:—"The Ladies' Committee wish it to be distinctly understood by all candidates for admission, that they consider neatness and plainness of dress incumbent on those who undertake the instruction and training of the young, and it is the express wish of the Committee that no flowers, ornaments, or other finery should be worn." . . . From the reports filed by the teachers of the girls' and infants' schools it appears that as regards the students, due provisions are made for learning to teach. In the infants' school, lessons are given by the mistress in the presence of the students. . . .

"From the tenor of the foregoing remarks it is apparent that, in the opinion of the officers appointed by your Lordships to inquire into the present state of these institutions, they are performing the service which they undertake in a highly efficient manner, and fully deserve a continuance of that public support which they have now for so many years been accustomed to receive."

The Relation of the British and Foreign School Society to the School Boards is one of friendly co-operation. By a recent arrangement of the Committee—

"Any school in which an education embracing Bible teaching is supplied to the children of the industrial classes without distinction of sect or party, and without the use of catechism, creed, or formula, may be affiliated with the British and Foreign School Society on payment of an annual subscription of one guinea (or upwards.) The benefits to be derived from such affiliation are —

"1. Assistance in case of a change of teacher, or any temporary permanent demand for *extra* teaching power.

"2. An annual visit of an agent of the society, and any further service which may be possible in the way of visitation, public examinations, advice, etc."

The first of these may be as valuable to School Boards as to Local Committees. School Boards in certain districts may find it desirable also, at any rate at first, to make use of the knowledge and experience of an agent of the Society. Such assistance will be cheerfully rendered, as far as the funds of the Society allow.

THE GRADED SYSTEM.

BY O. H. KILE.

The interests of the public are seldom adequately served, without some injury to the individual. Under the graded system of schools, this familiar principle is doubtless illustrated. There is now and then a pupil whose perceptions are dull, and whose enthusiasm it is hard to awaken. He may require more personal attention than the teacher can possibly give. Again, there are pupils whose ready apprehension, and wonderful power of memory, make it very easy for them to outstrip the slower majority. These gifted persons will not always find scope for their genius, nor incitement commensurate with their ambition. Occasionally—not being sufficiently advanced to enter the next grade, and towering somewhat above their own—they will, it is very likely, feel themselves under restraint. But, fortunately, the great mass of boys and girls, like the great mass of men and women, are neither dolts on the one hand, nor geniuses on the other. As respects intellectual ability, they are “seated in the mean,” and hence the propriety of arranging a scheme of elementary education, under which, in every subject of prime importance, a certain moderate degree of proficiency may be demanded of all. Under the graded system, the topics presented, and the amount of work required, have reference, always, to the *medium* ability of the class, and thus the public school is made to work the “greatest good to the greatest number.” To conduct a public school on any other basis than that of the strictest impartiality, would be to violate not only the plainest principles of justice, but every maxim of common sense. A public school, so far as pupils are concerned, is a demo-

cracy. The rich and the penniless, the learned and the unlearned, the native and the foreign, all meet upon one common basis of equality. Social distinctions are ignored; the accidents of birth, the facts of nationality, are forgotten; and the personality of "Johnny" is quite as high and quite as mighty as that of "Jonathan." Now this may be an objection to graded schools. I am inclined to think it is. But it is an objection which can be urged against any public, and for that matter, against almost any private school, or almost any walk of life in this country. Not only at school, but on the streets, in places of business, at church, on the cars, everywhere, are the cultivated, the refined, and the sensitive, liable to be jostled, perhaps buffeted, perhaps contaminated, by the ruder classes of humanity. A delicate mother is startled when her little boy repeats an oath, or an obscene jest, which he heard at the public school. Is a private school the native home of virtue? Might not that dear boy have heard the same wicked words upon the street, or the same with variations from the hostler? The truth of the matter is, we cannot deliver children from evil, so much by keeping them away from it, as we can by educating them to resist it. It would be well, perhaps, if we could restrain the better class of our youth from all knowledge of wrong, from all contact with coarseness, until so encased in purity that "Satan would get behind them" without waiting to be invited; but I do not see how this is possible, unless some radical change can be wrought in the existing order of things.

Let people who object to graded schools, or to any public school, on the ground that there is too little discrimination practiced in bringing the different classes of society together, remember, that things have been somewhat "mixed up" in this world, ever since the time of old father Adam, and that no scheme of politics or religion, as well as none of education, has ever been devised, under which it proved possible to keep the "tares separate from the wheat." Again, it should be borne in mind, that in a well-ordered school, where every pupil is put upon his good behavior, where recesses are short and infrequent, where the oversight of teachers is faithful and constant, there is almost as little moral peril incurred—almost as little vulgarity encountered—as there would be in the retirement of an ordinary household, or in a street promenade with "father and mother." A

long experience in educational affairs, many conversations with teachers, and with people nurtured under both systems, have convinced me that the "hydra" of vileness lifts its head ten-fold higher in Boarding Schools, distant from the attractions of home and the watchful care of parents, than in graded and High Schools, where a better quality of instruction ought to be given, and where the pupil is not generally deprived of the guardianship of his best friends.

There is a law of mental growth as well as of physical: "First the blade, then the ear, then the full corn in the ear!" In marking out our present course of study, we have tried to pay due deference to this great principle. "From illustration toward abstraction." "Simple perception first, reason and judgment afterward." These maxims, which the best philosophy of the age approves, should never be lost sight of in the instruction of youth. Under the graded system, circumstances especially favor conformity to the laws of mental development. The course of study should be in harmony with these laws. Each subject should be presented when the opening faculty which it is intended to strengthen demands it. Once adopted, the course cannot be changed at the will of every ignoramus who can persuade some easy-going committee to give him a certificate. This course can be made comprehensive—so comprehensive that no important topic or principle of an elementary character need be left out. Thus the education obtained under it, if teachers do their duty, is symmetrical, well-rounded, and we are not made to stand aghast at the melancholy spectacle of young ladies and gentlemen, fresh from their English literature, or their French, their Geometry, or their Latin, who can not add fractions, and never heard of the "true multiplicand!"

Pardon me, gentlemen, but this is not half of what might be said. Our country abounds not only in pupils but in teachers, who have dabbled with many a topic in the ordinary High School course, yet who cannot explain so simple a process as that involved in division of fractions, and who would be utterly lost in perplexity if you should ask them what determines the positions of the tropics, or which way one's shadow falls, if at noon, on the first day of August, he stands at the North Pole! I attribute these monstrosities very largely to the following named causes:

1. There has always been in American common school education a mournful lack of method of this very *systemization*, which is the leading feature of graded schools properly organized.

2. Outside of our cities and larger villages, a thorough supervision of public schools is something almost unknown. A respectable system of graded schools implies the constant oversight of a Principal or Superintendent.

3. Under the academic and boarding school regime, which has lasted so long, and bids fair to last so much longer, it is possible for students to choose their own studies! Under the graded system, properly appointed officers settle this question. Now I would not, if I could, rob American academies of a single one of their hard-earned laurels. Many of them have done, and are still doing, and will continue to do a noble work. But unless they have a regular curriculum of study, and adhere to it, we shall look to them in vain for comprehensiveness of culture. As a general thing, schools of this class have little or no endowment. Tuitions are relied upon for support. After the Principal has paid off his troop of assistants there is usually left but a beggarly residuum for his own compensation. It is for his pecuniary interest to induce an ignorant rustic to take Geometry and Latin, whereas he ought to spend at least another year upon simple Arithmetic and descriptive Geography. Geometry is as easily taught as Arithmetic, and the price charged for it is much higher! There are some phases of the subject of finance, with which pedagogues get to be tolerably familiar. Again, a young lady, who could not write an ordinary letter without misspelling many words, and violating nearly every principle of syntax, who may be acquainted with the multiplication table, but who certainly could not analyze long division, comes to him with a firm conviction that if she remains at the Academy six months or a year, and studies a few books with high-sounding titles she can go away *educated*, prepared to teach or to travel, or to entertain company, or to shine—a star of the first magnitude—in the glittering firmament of society! The shrewd Principal knows from sad experience that it will be money in the pocket of somebody else if he attempts to disabuse the mind of this infatuated damsel. Accordingly, she is accommodated; and nearly every moment of her time and every dollar of her outlay is hopelessly

squandered. To pursue higher studies, when one has little or no reliable knowledge of the elementary branches, is "building upon the sand," seeking to rear a superstructure without first-floor or basement.

Gentlemen, I have not drawn a fancy picture. I know that in the great mass of our academies and private institutions, studies are constantly chosen, not by professional educators; but by the students themselves. As well might a sick child tell an experienced physician what prescription to write for him. So long as the people patronize schools of this character, so long will the shallow scholarship to which I have adverted continue to exist. Now I do not wish to be understood as saying, that under the best organized system of graded schools, ignorance and one-sided development will disappear. I simply say, that the graded system, ending with the High School, seems to me decidedly preferable, and principally because under it, the laws of mental growth may be recognized, and thus a far wiser rule than that of the pupil's caprice, or the necessities of the master's exchequer govern in the selection of studies.

Officials are agreed that graded schools are cheaper than ungraded—that they economize both time and money. We all know something of the inspiration of companionship, and none need argument to convince them that more interest will be manifested and more earnest labor accomplished in a large school where all are pursuing the same branches, than in a small school, or in one of equal size where the studies are as numerous as the pupils.

SUMMARY OF ARGUMENTS FOR THE GRADED SYSTEM.

1. It is adapted to the wants of the majority.
2. It is methodical.
3. It presents topics when the mind of the child is prepared to receive them.
4. It does not allow the pupil to advance before he is ready.
5. It is impartial—there is little room for favoritism under it.
6. Supervision—the great need of all schools—is essential to its existence.
7. Discipline is much easier where pupils of similar age and qualifications are classed together. The same conditions greatly favor a spirit of healthful emulation.

8. It economizes time by classification.
9. It economizes money by classification.
10. It may be made thorough as far as it goes—made to give symmetrical culture.
11. It does not more indiscriminately bring the extremes of society together than the street, or the lecture-hall, or the railroad car, or the church even.
12. It leaves no one undecided. Both teacher and pupil know what is expected of them.
13. It affords the constant incitement to effort of prospective advancement.



TRUST IN GOD AND DO THE RIGHT.

NORMAN M'LEOD.

Courage, brother! do not stumble,
 Though thy path be dark as night;
 There's a star to guide the humble—
 "Trust in God and do the right."
 Though the road be long and dreary,
 And the end be out of sight;
 Foot it bravely, strong or weary—
 "Trust in God and do the right."

Perish "*Policy*" and cunning,
 Perish all that fears the light;
 Whether losing, whether winning,
 "Trust in God and do the right."
 Shun all forms of guilty passion,
 Fiends can look like angels bright;
 Heed no custom, school or fashion—
 "Trust in God and do the right."

Some will hate thee, some will love thee,
 Some will flatter, some will slight;
 Cease from man, and look above thee,
 "Trust in God and do the right."
 Simple rule and safest guiding—
 Inward peace and shining light—
 Star upon our path abiding—
 "Trust in God and do the right."

QUESTIONS FOR WRITTEN EXAMINATION IN PUBLIC SCHOOLS OF SAN FRANCISCO, CALIFORNIA, MAY 10th, 1872.

ARITHMETIC, SIXTH GRADE.

1. Divide 594 by 2 and explain what you do with the remainder after dividing each figure. (No credits for operation unless the reason is given.)
2. Multiply 476 by 7 and explain why you carry the left hand figures after each multiplication. (No credits for the operation without the reason.)
3. From 78 subtract 54, and explain how you take 4 from 8. (No credits without the reason.)
4. Multiply 302,102 by 9.
5. Divide 5,984,678 by 7.
6. From 100,000 subtract 1,020.
7. Add 75, 44, 26, 38, 47, 64, and tell why, after adding the units column, you write the right hand figure and carry the left.
8. Add 152, 287, 128, 182, 178, 254, 185, 156.
9. Write and add the following: One thousand seventy, ten thousand one hundred four, one hundred fifty thousand one hundred eleven, one million and one, forty, four, four hundred. (No credits unless the amount is *exactly* right.)
10. Find the sum, difference and product of 408 and 15.

FIFTH GRADE.

1. Find the sum, difference and product of 450 and 29, and the quotient of the first number by the last.
2. Divide 189,108 by 1,000.
3. Divide 444 by 8, and explain each step. (No credits unless the explanation is given.)
4. Multiply 524 by 7 and explain each step. (No credits unless the explanation is given.)
5. Divide 144,654 by 27.
6. Multiply 100,120 2,005.
7. From 104,021 subtract 9,084.
8. From 100,000 subtract 1,001.
9. $684+275+987+678+428+588+375+224+187=?$
10. $75+34+99+87+32+73+68+21+87+89=?$
11. How many times must 12 be added to make 144?
12. How many times can 144 be subtracted from 1,728?
13. Divide 247, 684 by 12, 146.
14. Find the prime factors of 96, 120, 85 and 128.
15. By cancellation find the quotients in the following exercises: $\frac{210}{30}$ $\frac{168}{24}$.
16. Write and add the following: One hundred seventy five thousand three hundred eleven, three hundred seven thousand five hundred four, five hundred eleven thousand and fifteen, three million five hundred seventy-four thousand one hundred twenty-seven.
17. Multiply 100,008 by 2,020 and divide the product by 4.
18. Add 32,507, 10,325, 46,028, 53,108, 61,007, 20,706.
19. 10 is one-half of what number?
20. If 4 oranges cost 40 cents what will 10 oranges cost?

FOURTH GRADE.

100 Credits.—25 Questions 4 Credits each.

1. Find the sum, difference and product of 4-5 and 2-3.
2. Find the sum, difference and product of .5 and .05.
3. From 1,000 subtract .009, and multiply the remainder by .01.
4. Add one-eighth, one-twelfth and one-sixteenth, and multiply the sum by one-half.
5. Multiply $4\frac{1}{2}$ by $4\frac{1}{2}$.
6. Add $\frac{1}{2}$ and .05.
7. What will $10\frac{1}{2}$ pounds of sugar cost at $10\frac{1}{2}$ cts. a pound?
8. What will 150 eggs cost at $\$.37\frac{1}{2}$ a dozen?
9. From \$100 subtract half a cent, and multiply the remainder by 2.5.
10. Change $\frac{1}{2}$, $\frac{2}{3}$ and $\frac{1}{4}$ to decimals and add.
11. Multiply 10 by 3-5, and explain the operation. (No credits for the answer without analysis.)
12. Multiply one-half by one-third, subtract one-sixteenth, and multiply the remainder by one-fourth.
13. Multiply 25 by 87, and explain each step in the multiplication. (No credits for the operation without the explanation.)
14. Divide 875 by 2, and explain each step. (No credits for the operation without the explanation.)
15. $475+672+897+548+289+999+777=?$
16. Multiply 245 by 164, and divide the product by 19.
17. Find the sum, difference and product of 10,025 and 89, and the quotient of the first number divided by the last. (One credit for each different point required.)
18. Reduce 2-3, 3-4, 4-5 to a common denominator, and add.
19. Reduce $\frac{144}{1728}$ to its lowest terms.
20. How many pounds of tea, at 75 cents a pound, can I buy for \$100?
21. If 1 ton of Iron cost \$40, what will 4-5 of a ton cost? (Write out the solution.)
22. 20 is 4-5 of what number? (Write out the solution.)
23. 1-2 of 8 is how many times 1-6 of 12? (Write out the solution.)
24. How many apples, at $\frac{1}{4}$ a cent apiece, can you buy for \$10?
25. If 20 oranges cost 75 cents, how much will 10 dozen cost?

EDUCATIONAL INTELLIGENCE.

EDITED BY G. E. WHITEMORE.

THE SCHOOLS OF PROVIDENCE as usual took an active interest in the services of "Decoration day," Bridgham School, presenting about five hundred bunches, bouquets, baskets and crosses of flowers.

FREE PUBLIC LIBRARY IN PROVIDENCE.—It is expected that a permanent organization having for its object the establishment of a free Public Library will be formed during the present month.

JOHNSTON AROUSED!—School appropriation, \$4,000 instead of \$2,500 last year. W. Kent, Robert Wilson and William A. Phillips, School Committee, for 1872—3. Intense enthusiasm on educational matters at the Annual Town Meeting. Unanimous approval of an advanced policy for the improvement of the public schools.

SCHOOL COMMITTEE OF SOUTH KINGSTOWN, elected April 3d, 1872: John G. Perry, Rev. E. F. Watson, Wm. C. Caswell, Azel Noyes, H. T. Braman, Edward Tucker and D. P. Spencer.

At the organization April 13, D. P. Spencer, was chosen Chairman and Superintendent—John G. Perry, Clerk, Azel Noyes, Rev. E. F. Watson and D. P. Spencer, Board for Examination of Teachers. Voted at April town meeting that the Superintendent visit each public school in town at least three times each term. First, near the commencement; second, near the middle; and lastly, near the close—to remain in each school each time, a full one-half day of school. Compensation \$3 per day, or \$1.50 per visit.

BROWN UNIVERSITY.—The Carpenter Scholarships annually awarded to the two members of the senior class at Brown University, "who already on scholarships shall, in the judgment of the Faculty, unite in the highest degree the three most important elements of success in life, ability, character and attainment," have been awarded this year to William Shields Liscomb of Providence, and Edwin Ayer Herring of Haverhill, Mass.

The class of '73 of Brown University, have received their appointments for Commencement. The valedictory oration is awarded to Robert Ives Gammell of Providence; the salutatory to William Shields Liscomb of Providence; the classical oration to John Carter Brown Woods of Providence, and the philosophical oration to Andrew Jackson Jennings of Fall River, Mass.

COMMITTEE ON EDUCATION IN GENERAL ASSEMBLY.—The following members have been appointed Committee on Education: Senate,—Samuel H. Cross, George T. Perry, Wm. G. Caswell, John B. Humphreys, Nathan T. Verry. House of Representatives,—Messrs. Douglas, Bliss, Turner, Kent, Dedrick.

THE NEW ENGLAND ASSOCIATION OF SUPERINTENDENTS OF PUBLIC SCHOOLS held its semi-annual meeting in Boston, May 31, Mr. E. A. Hubbard of Springfield, was elected President, and Mr. E. T. Marble of Worcester, Secretary. The attendance was small. After approbative remarks by several gentlemen including Messrs. Philbrick of Boston, Tewksbury of Fall River, Tweed of Charlestown and Hale of Cambridge, it was voted that, in the opinion of this convention, it is desirable that the State should require the cities and towns to furnish text-books and stationery for all the scholars at the public expense.

THE BOSTON UNIVERSITY.—(Methodist) has been willed by the late Isaac Rich, \$1,700,000, under such conditions that in ten years the University will be worth about \$5,000,000.

THE SCHOOL OF LAW of the Boston University has been organized and Judge Edmund H. Bennett elected dean, with an able corps of lecturers. The fees are to be fifty dollars exclusive of use of the library and incidentals. A circular will soon be issued giving all necessary information.

DREW THEOLOGICAL SEMINARY last year was obliged to reject 300 out of 400 applicants for admission.

The legislature of Maine, has voted to admit women to the State Agricultural College, to be subjected to such labor and study as may be determined by the trustees.

REPRESENTATIVES of Harvard, Yale, Brown, Amherst Agricultural, and Georgetown, D. C., Colleges, met early in May, at Springfield and decided to hold the college regatta on the Connecticut, opposite that city July 23d.

REV. DR. AUGUSTUS H. STRONG of Cleveland, a graduate of Yale, has been unanimously elected to the professorship of Biblical Theology, and the presidency of the Rochester Theological Seminary, in place of Dr. Robinson, who goes to the presidency of Brown University.

AT ALBION COLLEGE the ladies occupy four out of the seven places in the class day exercises.

It is claimed that none of the present Junior class of the above named college, either smokes, chews, swears, or uses intoxicating liquors.

THE CHICAGO SCHOOLMASTER is authority for the statement that the Methodists have the most colleges of any church in the United States, the number being sixty-one—the Catholics next, having fifty-eight.

THE NEW YORK COMMISSIONERS OF PHARMACY found that out of 728 applicants for licenses only 3 could read easy Latin at sight, Latin is evidently not considered a branch of technical education in that quarter.

WHAT COMMISSIONER BICKNELL said in his last annual report about "Women as School Committee" seems to have gained the attention of many of our educators in all sections of the country, if we may judge from the frequent mention of the topic in the various School journals.

MISS ANNIE E. JOHNSON, Principal of the Framingham Normal School, Mass., and Miss ANNA C. BROCKETT, Principal of the St. Louis Normal School, each receive a salary of \$2,500 per year. We think they lead the lady teachers of the United States in this regard. May they soon have plenty of associates, as sensible and capable as they.

THE ST. LOUIS NORMAL SCHOOL has one hundred ladies in attendance. They discard false hair in all shapes, and all dress goods but calico.

TEXAS still calls for teachers—men preferred—scarcely half the schools desired are open, for want of teachers. Wages \$35 to \$110 per month. Primary teachers particularly needed.

THE NECROLOGY OF EMINENT TEACHERS deceased in 1871, published in the *American Educational Monthly*, mentions in all forty-nine teachers of whom only seven were ladies. The lady teachers largely out-number the gentlemen teachers of the country.

THE AVERAGE ANNUAL EXPENSES of each member of last year's class at Yale College were \$1,002. The extremes were \$250, and \$2,500.

UNIFORMS FOR GIRLS.—A writer in *Scribner's Monthly* does not know "why it is not just as well for school girls to dress in uniform as for boys. There are many excellent schools in England where the girls dress in uniform throughout the entire period spent in their education. By dressing in uniform the thoughts of all the pupils are released from the consideration of dress; there is no show of wealth, and no confession of poverty. Girls from widely separated localities and classes

come together, and stand or fall by scholarship, character, disposition, and manners. The term of study could be lengthened by the use of the money that would thus be saved; and while a thousand considerations favor such a change, we are unable to think of one that makes against it." These reflections are suggested by the fact that in some of our schools the mere item of dress for young ladies is often over \$1,000 a year.

MICHIGAN UNIVERSITY has one thousand two hundred and twenty-five students.

ATTENDANCE ON SUNDAY afternoon services has been made voluntary at Yale College.

THE WESTERN COLLEGIAN, speaking of the use of Tobacco in Ohio Wesleyan University, says "the students spend enough in this useless way to support another professor at a thousand or twelve hundred dollars per year." We opine the same is true of many colleges.

A NEW BOARDING HOUSE is to be built at Williams College, costing \$10,000, of which \$5,000 is given by Alumni resident in New York on condition that good board be provided at \$2.50 per week.

IN NEW YORK, BOSTON, AND WASHINGTON, the best of success has attended the use of Primers printed in Dr. Leigh's phonetic type. Providence is at least not famous in this regard.

TWO YOUNG LADIES, one a former student at Vassar College, have entered the junior class at Cornell University. They passed highly creditable examinations.

HILLSDALE COLLEGE, (Michigan,) chartered in 1855, is controlled by the Free Baptist denomination. Rev. Daniel M. Graham, D. D., is President. The last catalogue shows an attendance of nearly eight hundred students.

HARVARD UNIVERSITY has an annual income of \$1,000,000.

THE ALUMNI OF BROWN UNIVERSITY number more than two thousand, more than one-fourth of whom are ministers.

VASSAR COLLEGE has three hundred and eighty-one students and thirty-seven professors. The annual expenses for board and tuition are \$400.

Morning Prayers have been discontinued at this college.

OVER A THOUSAND AMERICAN NEWSPAPERS gave up the ghost during last year.

COLUMBIA COLLEGE pays its President \$8,000, and its professors \$6,000,—the highest salaries paid by any college in the country.

PENNSYLVANIA has 391 log school-houses still in use.

OVER ONE HUNDRED ladies are studying law in America.

THE CORNER STONE of a new Normal College to cost \$350,000, was laid recently in New York city.

JOSHUA L. CHAMBERLAIN, President of Bowdoin College, has been elected by the Legislature of Maine, Major General of the Volunteer Militia of that State.

ICELAND with seventy thousand people, has but one Primary and one High School, yet it is difficult to find a child ten years of age who cannot read. They are taught at home.

ITALY.—Rome one year ago had no public school. It has now over twenty with six thousand pupils.

INDIA.—Only one in twenty-five of the population of school-age attend school, about one-sixth of those attending study English.

JAPAN is thoroughly aroused to the work of popular education. It is probable that the American school system will be introduced. There is quite a furo for English education and about eighty Japanese students are pursuing their studies in this country.

RUSSIA.—Governess and teachers of all kinds hold a much higher and more important place in Russia than elsewhere. They form a distinct class in the State, and the men hold a brevet rank among state officials, and have a good chance of rising in public life. . . . The Female teachers are important persons in families and in society, and they often marry brilliantly. They always make fortunes, for their salaries are enormous, three thousand dollars annually being not uncommon.—*Galaxy*.

PROVIDENCE SCHOOL COMMITTEE.—Last Summer, this certainly not *fickle* body, after numerous frequent changes in its School Calendar, voted to continue the school year till July 12, 1872. We said in our *August*, 1871, number that this arrangement would not probably be altered till the approach of warm weather another year. Already such alteration has begun. A change in the time of ending the present term having been made at each of the last two meetings of the committee. Still another change before August comes again, is probable.

WARWICK.—The following named gentlemen have been elected as School Committee for the ensuing year:—William Carder, Edward A. Cole, Henry W. Greene, Nathan W. Lockwood, Philip Arnold, John C. Westcott, Ira O. Seamans, Dwight R. Adams, Albert D. Greene, William L. Holden, Joseph W. Matteson, Harvey S. Bartlett, William A. Corey, John B. Allen, Caleb Westcott, Smith Quimby.

NEWPORT.—The following officers were elected June 4: Commissioners of School Funds, Samuel Stern, Thomas Coggeshall, Job T. Langley. Superintendent of Public Schools—Augustus D. Small. Public School Committee—William C. Crandall, Lewis L. Simmons, Augustus Goffe, Thomas Coggeshall, T. Mumford Seabury, John H. Cozens, Charles E. Hammett, Jr., R. P. Berry, Samuel Powel, Charles H. Burdick, J. T. Burdick, George Engs.

STATE NORMAL SCHOOL.—*Graduating Exercises, June 28th.*

PHENIX.—Several improvements are being made in the furnishings of the school house in this village, not the least important of which are some very fine blackboards, made by Mr. L. A. Cooper, agent of Messrs. Thurston & Co. This Providence firm makes a first class blackboard on either wood, hard-finish or common plastering, applying their preparation with either trowel or brush. We wish for interest of education, that every school house in the State could be furnished with their smooth, durable blackboards on which the pupils of any school would *delight* to draw, write, or cypher. In no way can a little money be so advantageously expended by a school district, as in furnishing their house with these deservedly popular blackboards.

HOPK.—The seats in the school-house in this district are the most cruel and diabolical combination of wood and iron we have ever seen. Although they are *patented* we have never seen their like elsewhere, and presume their inventor died shortly after their manufacture commenced. To require children to sit on such seats is simply cruel, and we commend them to the thoughtful consideration of the Seiuatue School Committee, confident that they will be speedily *condemned*.

QUIDWICK.—A most excellent school is kept at this village by our genial and enthusiastic friend P. G. Collins; in fact Coventry is a wide-awake town in educational matters generally, thanks to her teachers.

SCITUATE.—Lapham Institute closes the present school year June 20. Rev. Mr. Heath preaches before the Missionary Society, Hon. C. C. Van Zandt addresses the Philologist Society, and G. E. Whittemore delivers the Oration and C. K. Clarke the Poem before the Alumni. The exercises of the Graduating Class occur at 10 A. M. The Alumni exercises at 8 P. M.

Meeting of the National Educational Association.

The next annual meeting of the National Educational association will be held in the City of Boston, Mass., on the 6th, 7th and 8th, days of August, 1872. The forenoon and evening of each day will be occupied by the General Association, and the afternoon of each day by the four Departments. The exercises will be held in the Lowell Institute Hall and the Hall of the Institute of Technology.

GENERAL ASSOCIATION.

1. Methods of Moral Instruction in Public Schools, by Dr. A. D. Mayo, Cincinnati, O.

2. The Co-Education of the Sexes in Higher Institutions.

[President White, of Cornell University, will present this topic, if other duties permit him to attend the meeting.]

3. Compulsory School Attendance, by Newton Bateman, State Supt. Pub. Instruction, Ill.

Discussion to be opened by J. P. Wickersham, State Supt. Com. Schools, Pa.

4. The Examining and Certifying of Teachers, by John Swett, Ass't Supt. Schools, San Francisco, Cal.

5. System of Normal Training Schools best Adapted to the Wants of Our People—Report by Wm. F. Phelps, Minn., Ch'n of Com.

6. The Educational Lessons of Statistics, by Hon. John Eaton, Jr., National Commissioner of Education.

7. Drawing in the Public School, by Walter Smith, State Director of Art Education, Mass.

8. Comparison in Education, by John D. Philbrick, Supt. Pub. Schools, Boston.

ELEMENTARY DEPARTMENT, Miss D. A. Lathrop, Cincinnati, O., President.

1. Objective Teaching—Its Scope and Limit, by N. A. Calkins, Ass't Supt. Schools, New York City.

2. English Grammar in Elementary Schools, by M. A. Newell, Principal of State Normal School, Baltimore, Md.

3. Instruction in Natural Science in Elementary School. —————.

4. Adaptation of Froebel's Educational Ideas to American Institutions, by W. N. Hallman, Louisville, Ky.

NORMAL DEPARTMENT, C. C. Rounds, Farmington, Me., President.

1. The Proper Work of the Normal School, by J. C. Gre nough, Principal State Normal School, Rhode Island.

2. Professional Training in Normal Schools, by T. W. Harvey, State School Commissioner, Ohio.
3. The Normal Institute, by A. D. Williams, Principal State Normal School, Nebraska.
4. Normal Work among the Freedmen, by S. C. Armstrong, Hampton, Va.
5. Model Schools—Their Uses and their Relation to Normal Training.

DEPARTMENT OF SUPERINTENDENCE, John Hancock, Cincinnati, O., President.

1. The Extent, Methods, and Value of Supervision in a System of Schools, by H. F. Harrington, Supt. Schools, New Bedford, Mass.
Discussion to be opened by J. L. Pickard, Supt. Schools, Chicago, Ill.
2. The early Withdrawal of Pupils from School—Its Causes and Remedies, by W. T. Harris, Supt. Schools, St. Louis.
Discussion to be opened by A. P. Stone, Principal of High School, Portland, Me.
3. Basis of Percentages of School Attendance—Report of Committee.

DEPARTMENT OF HIGHER INSTRUCTION, D. A. Wallace, Monmouth College, Ill., President.

1. College Degrees—Report of Committee, Pres. D. A. Wallace, Chairman.
2. Greek and Latin Pronunciation—Report of Committee, Prof. H. M. Tyler, of Knox College, Ill., Chairman.
3. The Method of Teaching Physics by Laboratory Practice and Objectively, by Prof. Ed. C. Pickering, of Boston.
4. Modern Languages—Their Place in the College, College Preparatory, and Scientific Preparatory Courses by Pres. J. B. Angell, of Michigan University.
5. How to Teach English in the High School, by Prof. F. A. March, of Lafayette College, Pa.
6. General Education as a Basis of Professional Training, by Prof. John S. Hart, of Princeton College, N. J.

The daily programme will be so arranged as to afford time for the thorough discussion of the topics of the greatest interest and importance, and each discussion will be opened by a person selected for the purpose. All who may be willing to participate in these discussions, are requested to come prepared to express well matured opinions in the fewest possible words.

Considerable difficulty has been experienced in making satisfactory railroad arrangements, but it is expected that at least two of the through lines from the West will agree to sell round-trip tickets at reduced rates. The arrangements will be announced as soon as completed. The local committee reports that nine good hotels agree to entertain guests at reduced rates—varying from \$1.50 to \$3.50 a day.

S. H. WHITE, *Secretary*.

E. E. WHITE, *President*.

PUBLISHER'S DEPARTMENT.

As the summer vacation draws nigh and repairs to the School-house come up for adjustment, and new desks and seats are needed, don't forget to look at E. M. THURSTON & Co.'s furniture. See second page of cover.

With this number closes the series of articles printed under the sanction of the

Rhode Island Institute of Instruction for distribution among the members thereof. We shall be very glad to retain *all* such as our regular subscribers, and in order to give an opportunity for becoming better acquainted with *THE SCHOOLMASTER*, we will renew the offer previously made, to send *THE SCHOOLMASTER* for the balance of the year for *fifty cents*, in advance.

We would call attention to the "List of Recent Publications," which we have lately added to our columns. We believe the information to be obtained therefrom will more than repay the cost of *THE SCHOOLMASTER*. It is made up from the very best sources and may be relied upon as full and accurate.

We take pleasure in calling the attention of our friends to the fact that we have made arrangements with the publisher of *THE SCHOOL FESTIVAL* whereby we can furnish that excellent periodical to our subscribers at very low rates. We will send the *SCHOOL FESTIVAL* and *SCHOOLMASTER* together for \$1.75.

MESSRS. IVISON, BLAKEMAN, TAYLOR & Co., announce for this month *three* valuable new books. The last page tells the whole story. Look at it.

On the first page Messrs. WILSON, HINKLE & Co., offer a little *Historical* information. It is of value to every live teacher.

OUR BOOK TABLE.

Through Gladding Bros. & Co., we have received Robert Collyer's latest and best production, *THE LIFE THAT NOW IS*. Collyer's sermons are strong, clear, fresh, original, sparkling in the light of genius and of faith. While he urges a true manhood, he neglects not to tell of the strength which Christ, the God-man, imparts. Mr. Collyer's hold upon the common people is remarkably strong, and the influence of his written words will outlast the spiritual impress of the spoken.

Clark and Maynard, publishers, 5 Barclay street, New York, have sent us *THE UNITED STATES READER*, embracing selections from eminent American historians, orators, statesmen and poets, with observations, notes, etc., the whole arranged so as to form a *complete class-manual* of United States History, to which are added a vocabulary of difficult words and a biographical index of authors, by J. J. Anderson, A. M., of New York.

The object of this book is to inspire with the study of history a taste for historical reading, both in prose and poetry. To show how the leading events of our past history are inwrought into our present thought and literature. The pupil is here made familiar with the best thoughts which these important events have inspired. Association of ideas, the true chain of memory, is thus presented, by which the whole fabric of historical knowledge is interwoven, preseeded. There is no better book published than this to create a love for this noble study, and to awaken in the minds of pupils true and patriotic sentiments.

A SCHOOL HISTORY OF THE UNITED STATES, by W. H. Venable. Wilson, Hinkle & Co.

In attempting to remedy the defects in former school histories, the more recent authors have gone to the extreme in some important particulars, and especially in substituting the merest dry skeleton of historical facts for the too voluminous and

often illy arranged matter of the earlier books. The book before us is brief, and yet is something more than a chronological statement of important historical facts. The style, though direct and simple, is not without that embellishment which is so attractive to youth. With the facts are interwoven the motives and causes which led to them, and their bearing upon subsequent events is often suggested. A taste for reading and research is fostered by foot notes which refer the student to proper sources of information upon the topic in hand. The record of general progress, at the end of most of the chapters, is also a valuable feature of the book.

The true test of the value of a school book is its use in the school-room; but, although we have not subjected the book referred to to this ordeal, we may safely recommend it to the notice of those desiring a well-arranged and suggestive text book on United States history.

HALF-HOUR RECREATIONS IN POPULAR SCIENCE. Dana Estes, editor. No. 3. Spectrum Analysis Explained. Illustrating its uses to science, and including the theory of sound, heat, light, and color. By Professors Schellen, Roscoe and Huggins. Boston: Lee & Shepard. For sale by Gladding Brothers, Providence.

The design of the editor and publishers is to furnish this series in monthly numbers at twenty-five cents each, or \$2.50 per year. The forty pages of this number are devoted to an explanation of the elementary principles of Spectrum Analysis, leaving the discoveries effected by this means for the next number. It is illustrated by several cuts, and a fine colored plate of the spectra of sunlight, potassium, sodium, cesium, and rubidium.

SCIENCE PRIMERS.—CHEMISTRY. By H. E. Roscoe, Professor of Chemistry in Owen's College, Manchester. Author of "The Spectrum Analysis," "Lessons in Elementary Chemistry," etc. With illustrations. New York: D. Appleton & Company, 1872. Pages, 103. **PHYSICS.** By Balfour Stewart, Professor of Natural Philosophy in Owen's College, Manchester. Author of "Elementary Lessons in Physics." With illustrations. New York: D. Appleton and Company, 1872. Pages, 135.

The object of the authors of this series has been to state the fundamental principles of these two sciences in a manner suited to pupils of an early age. Each book describes a series of simple experiments, designed to be performed by the teacher before the class, and leading up to the important truths of the science. These books will furnish to teachers valuable hints upon oral instruction, even though they may not be used as text-books.

LATIN SCHOOL SERIES. Selections from Latin Classic Authors—Phædrus, Justin, Nepos. With notes and a vocabulary, by Francis Gardner, Head Master, A. M. Gay and A. H. Buck, Masters in the Boston Latin School. Boston: Lee & Shepard, 1872.

We take pleasure in calling attention to this first of the Latin School Series, because we believe it supplies a most important need in our Latin course of instruction. No one will deny that a thorough knowledge of the Latin language is only obtained by reading the greater part of the works of the classic authors. There are, however, many scholars who do not desire to devote themselves exclusively to the study of the dead languages, but who, yet, wish to become sufficiently familiar with the Latin tongue to read it readily. This is especially true of girls to whom a long course in Cæsar is exceedingly dry. The editors in this series propose to make such selections from the "wide range of ancient classics as shall contribute

to the most rapid and pleasant advancement of the pupil." The extracts in this volume are preceded by brief but appropriate notices of the lives of the authors, with criticisms upon their style. The notes are placed at the bottom of the page with references to Harkness' Grammar. We desire, especially to commend the convenient size of the book and the admirable typography. We believe the use of this series will tend to make a Latin course more interesting to both teachers and scholars; while the latter, by reading the selections from different authors instead of spending the time upon two or three, will acquire a more extensive vocabulary, a better acquaintance with Latin grammar, and necessarily greater facility to read Latin.

S. E. D.

THE ADVENTURES OF SANTA CLAUS, by Dr. J. B. Greene, is a book alike pleasurable and instructive in its lessons to young and old. While the child is amused, the man and woman are instructed. The ready sale of this illustrated book in Providence has justified the publication of a new edition for the fall trade, and the book will now be placed in charge of I. N. Richardson, a popular publisher of Boston, who will execute it in fine style with improvements in the text, etc., which will secure for it a large measure of success in its future sales. The plates, type, etc., are very creditable to the enterprise of the author and publishers.

THE NEW AMERICAN PRONOUNCING SPELLER. Philadelphia: E. H. Butler & Co.

This speller is designed to follow the *Primary* of the same series, which was published about two months ago. Of course it is not possible to introduce many innovations into a spelling book, but this one has some good points however. One, for instance, is the *topical* grouping of the words. In this way a certain interest may be thrown around the words, and thus the attention of the pupil secured. Again, by this means very many common words in every day use, and yet not found in ordinary spellers, are introduced and learned.

HOLY LAND, WITH GLIMPSES OF EUROPE AND EGYPT. By S. D. Phelps, D. D. New Haven: C. C. Chatfield & Co. For sale by Tillinghast & Mason.

This is a reprint, by new publishers, of one of the most popular and, at the same time, valuable works of foreign travel. The present edition, issued in response to an urgent demand, is embellished with several fine illustrations in addition to its former complement, and presents a very attractive and pleasing appearance to the eye.

THE SIXTH READER. By Lewis B. Monroe. Philadelphia: Cowperthwait & Co.

Much has been said and much has been written of late about the art of reading; and of reading books and very good ones too, we have an abundance. Yet we do not have good readers among our children, or indeed among their elders. Undoubtedly there are many causes for this but we attribute it largely to the fact that our reading books have been compiled from the wrong point of view; the criterion by which selections have been admitted or rejected has been the wrong one. But, in the book before us, the most cursory examination reveals the compiler's purpose perfectly, and the more minute and thorough the examination the more clear is the nature and design of the book. An experience of more than a dozen years as a very successful teacher of elocution, has fitted Professor Monroe in a

high degree for the task he has set before him, and the anticipations naturally awakened in reference to his books are fully realized.

One's first impressions go a great ways, and the solid substantial "feel" of the book as we take it into our hand is an earnest of what we may expect to find within its covers. The first sixty pages are devoted to a brief statement of the leading points in practical elocution, all of which, any one who has ever heard Professor Monroe, will recognize as a part of *his own practice*.

The remainder of the book contains a miscellaneous collection of prose, poetry and dialogue, selected not *primarily* for their *literary* merit, but for their capability in securing the right results in reading. While the literary character of the selections is very high, no book having better, it should still be remembered that that was not the *one* qualification insisted upon.

The publishers have most ably seconded the compiler's efforts and have produced the work in an almost faultless style, and have introduced some very beautiful illustrations, making the book really very attractive.

THE REIGNING BELLE. Mrs. Ann S. Stephens' new Society Novel, is in press, and will be published in a few days by T. B. Peterson & Brothers, Philadelphia, Pa. It is said to be the best book that this popular authoress has ever written. "The Reigning Belle" will be issued in a large duodecimo volume, uniform with Mrs. Stephens' seventeen other works, and will be for sale at all the book-stores at the low price of \$1.75 in cloth, or \$1.50 in paper-cover; or copies will be sent by mail, to any place, post-paid, by the publishers, on receipt of the price of the work in a letter to them. We understand that T. B. Peterson & Brothers, Philadelphia, Pa., the publishers of the popular poem of *Beautiful Snow*, have secured the services of the distinguished American artist, Mr. Edward L. Henry, of New York, to illustrate this fine poem for them; and they have in press, to be shortly published, a new illustrated edition of it. We are sure that the well-known reputation of Mr. Henry will insure to the public something above in merit what is usually seen in so-called illustrated books. The new novels just published by this well-known house, "Who Shall be Victor," the sequel to "The Cancelled Will," by Miss E. A. Dupuy, "My Hero," a charming love story by a new English writer, "The Fatal Marriages," by Henry Cockton, etc., are especially good and are having large sales, and should be read by all.

OUR EXCHANGES.

EVERY SATURDAY for June 1st, contains the finest, most appreciative notice of Americans, we have ever seen from an Englishman. Whoever he is, he should be congratulated on his success in rising above that snobbish prejudice which has always invested the English traveller and given such an offensive coloring to his sketches. Among other good things in this number, are "A Trip to the Sultan's City." The Lime in the Mortar, by Rev. Charles Kingsley, a chemical-geological paper of great interest, besides several good stories.

JUNE GODBY is an excellent number. Its illustrations are good, and its general contents of both a practical and ornamental nature. We notice with pleasure that

the articles on drawing which were begun a long time ago, are still continued; showing that there must be a demand for them. We hope the time will come when common or free hand drawing or sketching will be as universal an accomplishment as writing now is.

HEARTH AND HOME is a welcome visitor at our table, and we enjoy him all the more for his temporary absence. We do not wonder at the success it has achieved for it becomes so much a necessity in a family, that *once* a subscriber, must mean *always* a subscriber. To particularize its merits is almost an endless task, they are so numerous, but just now it is publishing in installments a story by Rev. Edward Eggleston, author of the *HOOSIER SCHOOLMASTER*, which is quite interesting. There is also Jean Ingelow's story, with entertaining and instructive articles on the different branches of natural science, besides other good things too numerous to mention.

THE JUNE NURSERY is a gem. Always excellent, this number is nearly perfect. It is almost a crime to deprive a child of such educating influences as are contained in the pages of the Nursery.

GOOD HEALTH, a Monthly Magazine, devoted to Popular Science, Sanitary Law, Literature, Etc. The June number of this Common-Sense Magazine is out. We see many interesting as well as useful articles among the eighteen in the table of contents.

There are articles on Adulteration and how it may be prevented, Sanitary Science, Danger from Lightning, Manna of the Desert, Means of Preserving Health, Darwinism in reference to the Eyes of Animals, Increase of Heart-Disease, Sea-Sickness, Shall we throw Physic to the Dogs? Black Assizes, Weather Wise Animals, Carbonic Acid Gas, The Beginning of Summer, Apparent Death, Consumption,—Disorders of the Nerves of the Lungs, Our Educational Outlook. Love and Marriage, Miscellany.

To all who like sound advice and good doctrine, we commend Good Health.

THE LITTLE CORPORAL for June is unusually attractive in Stories, Poetry and Pictures. Among the leading articles are *The New England Boy Farmer*, by Charles Dudley Warner, of the *Hartford Courant*; *The Down Hill Principle*, by J. B. T. Marsh, editor of the *Advances*; and Poems by Susan Coolidge, George Cooper, Laura W. Ledyard. The illustrations are numerous and very fine. Hereafter every subscriber is to receive a beautiful new Chromo, entitled "Cherries are Ripe."

THE FARM AND FIRESIDE is a new paper published in New York, designed for a home paper. Its first issue is quite a success, and if the future may be predicted from the initial number, it will be well worth the support of the public. Its terms and inducements are quite liberal.

THE AMERICAN JOURNAL OF PHONOGRAPHY is the title of a modest appearing, but well deserving periodical devoted to the interests of the Phonographic Art. It is edited by Mrs. Eliza B. Burns, a lady of New York, who has acquired quite a reputation as a short-hand writer, and who has done as much as any one, perhaps more, to popularize short-hand writing and put its acquisition within the reach of the many. To all interested in this subject, either theoretically or practically, this little Magazine will prove a valuable assistance.

THE *ELECTIC* for June, contains excellent reading, and in the continuation of the series of men eminent in American public life, is a fine portrait in steel of Senator Carl Schurz. This is perhaps the best portrait of Mr. Schurz that has been published, and taken in connection with the other portraits that have already appeared, or which are yet to come, will make the current volumes of the Magazine especially valuable. The leading articles of the June number are: Sir Henry Holland's Recollections. The Portuguese in Africa; Wanderings in Japan; Temperature and Movements of the Deep Sea; A Memoir of Massini; About Charles Lamb; Superhuman Dwelling-Places; Monks of La Trappe; Our Dinners; The Asrai, by Robert Buchanan; Chemistry in the Kitchen; and several others of equal attractiveness. The Editorial Departments are full as usual, and The Strange Adventures of a Phaeton is continued.

THE *PENN MONTHLY* devoted to Literature and Social Science is one of our most ably edited Journals. The May Number contains Science and its Methods, Evolution and its Consequences. The Census of Industrial Employment; Prayers Social Condition in Philadelphia in 1870.—The Philosophy of the French Revolution. The Supreme Court and the Mormons. The Alabama Dead-Lock. The Disputable Medical Schools. Death of F. D. Maurice. New Publication. Christ in Modern Life.

THE *QUEEN OF THE LADIES' MAGAZINES*.—Arthur's Lady's Home Magazine. The June Number presents good reading for this beautiful month.

PETERSON'S *LADIES NATIONAL MAGAZINE* ranks for literary merit, style and taste among the first in America.

THE *AMERICAN AGRICULTURIST* for June, has seasonable articles for the Farm. The Garden, the Kitchen, and the Reading Room. None is more welcome to the people, who wish pleasant homes.

LIST OF RECENT PUBLICATIONS.

Anderson, Rufus (D. D., LL. D.) History of the Missions of the American Board of Commissioners for Foreign Missions to the Oriental Churches. In 2 vols. Vol. 1, 12mo. pp. 428. (Corrected title.) \$1.50. Boston, Congregational Pub. Soc.

Baird, Spencer F. Annual record of Science and Industry for 1871. Edited with the assistance of eminent men of science. 12mo. N. Y., Harper & Bros. \$2.00.

Baker, Geo. M. A Baker's Dozen. Original humorous dialogues. 16mo. Boston, Lee & Shepard. \$1.00; hf. bds., 60c.

Butler's New Pronouncing Speller. 12mo. pp. 132. Philadelphia, E. H. Butler & Co. 30c.

Davies, Benj. Student's Hebrew Lexicon. A compendious and complete Hebrew and Chaldean Lexicon to the Old Testament; chiefly founded on the works of Gesenius and Fürst, with improvements from Dietrich and other sources. 8mo. Philadelphia, J. B. Lippincott & Co. \$6.00.

Day, H. N. The Science of Aesthetics; or, The Nature, Kinds, Laws and Uses of Beauty. 12mo. pp. 434. \$2.25. New Haven, C. C. Chatfield & Co.

Domestic Economy; or, Family Physician. 12mo. New York, Fisher & Dennison. Pap. 25c.

Freeman, Edward A. The Growth of the English Constitution from the Earliest Times. 8mo. pp. 224. \$2.00. New York, Macmillan & Co.

Katliake, Charles L. Hints on Household

Taste, in furniture, upholstery, and other details. New ed., revised. Illustr. Cr. 8mo. Boston, Little, Brown & Co., \$6.00.

Gardner, Francis, A. M. Gay and A. H. Buck. Latin School Series. Selections from Latin classic authors. Phædrus, Justin, Nepos. With notes and a vocabulary, 16mo. Boston, Lee & Shepard. \$1.25.

Johns' one, Rev. Robert (LL. B.) Lectures, Exegetical and Practical, on the Epistle of James, with a new Translation of the Epistle and Notes on the Greek Text. 12mo., pp. 445. New York, A. D. F. Randolph & Co. \$2.25.

Morford, Henry. Short Trip Guide to America (United States and Dominion of Canada.) 16mo pp. 320, with map. N. Y., Sheldon & Co., \$1.50.

Sterling, Richard (A. M.) Little Southern Orator. A new collection of original and selected pieces in poetry, prose and dialogue, for juvenile speakers. 18mo. pp. 142. Macon, J. W. Burke & Co.

Swinton, William (A. M.) First Lessons in our Country's History. Illustr. Sq. 16mo. pp. 199. Bds. 80c. New York, Ivison, Blakeman, Taylor & Co.

Chapman, John G. (M. A.) Elementary Drawing-Book. 4mo. pp. 87. N. Y., A. S. Barnes & Co. \$1.50.

Good Health Annual for 1872. 8mo. pp. 576. \$2.50. Boston, Alexander Moore.

Kindergarten (Der) in Amerika. Entstehung, Wesen, Bedeutung und Erziehungsmittel des

- Fröbel'schen Systems, und seine Anwendung auf die Verhältnisse, für Eltern, Lehrer u. Kinderfreund, kurz dargestellt. 16mo. pp. 81. Pap. (gratis.) N. Y., E. Steiger.
- Kneeland, Samuel.* The Wonders of the Yosemite Valley and of California. Illustrated with original photographs. New and enlarged ed. 4mo. \$4.00. Boston, Alexander Moore and Lee & Shepard.
- Lyell, Sir Charles* (Bart.) Principles of Geology; or, The Modern Changes of the Earth and its Inhabitants, considered as illustrative of Geology. 11th and entirely revised ed. In 2 vols. Vol. 1. Illustr. 8mo. pp. 670. \$4.00. N. Y., D. Appleton & Co.
- Mull, John Stuart.* Principles of Political Economy. With some of their applications to social philosophy. New ed. Boston, Lee & Shepard. \$2.50.
- Monroe, Prof. Lewis B.* The Sixth Reader. 12mo. pp. 498. Philadelphia, Cowperthwait & Co. \$1.50.
- Shairp, J. C.* Studies in Poetry and Philosophy. Reprinted from latest Edinburgh edition, revised, and with a new preface. 16mo. pp. 420. New York, Hurd & Houghton, \$1.50.
- Culture and Religion in some of their relations. 16mo. New ed., with new preface. N. Y., Hurd & Houghton. \$1.25.
- Shakespeare, Fragments of Julius Caesar.* Edited, with notes, by William J. Rolin, A. M. Illustrated. 16mo. 90c. New York, Harper & Bros.
- Williams, Henry T.* Window Gardening. Devoted specially to the culture of flowers and ornamental plants, for in-door use and parlor decoration. 8mo. pp. 300. \$1.50. New York, Henry T. Williams.
- Wood, Rev. J. O. (M. A.)* Strange Dwellings. Being a Description of the Habitations of Animals. Illustr. by W. F. Keyl, J. B. Zwecker, and E. Smith. 12mo. \$3.00. Boston, Lee & Shepard.
- Young Ladies' Biographical Library.* 5 vols. 16mo. Cont.: Duchesse of Gordon, \$1.25;— Adelaide L. Newton, \$1.25;— Marie Lunde Duncan, \$1.00;— Lady Colquhoun, \$1.00;— the Lighted Valley, 90c. Complete in a box, \$5.00. N. Y., Robert Carter & Bros.
- Agnel, H. R.* Elementary Tabular System of Instruction in French. New ed. 8mo. pp. 135. \$3.50. New York, A. S. Barnes & Co.
- Alden, Rev. Joseph (D. D.)* Normal Class Outlines on Teaching (Normal Outline Series.) 12mo. pp. 32. 25c. New York, Carlton & Lanahan.
- Allen, J. D. and W. F.* A New Latin Grammar for schools and colleges. Revised with notes and numerous additions, by J. B. Greenough. 12mo. pp. 266. Half mor. \$1.50. Boston, Ginn Bros.
- Conies, Henry (D. D.)* The Psalms, with Notes Critical Explanatory and Practical. Designed for both Pastor and People. 12mo. New York, D. Appleton & Co. \$2.25.
- Hinton, James.* Life in Nature. Illustr. 12mo. \$1.50. New York, D. Appleton & Co.
- Lacus, Titus.* Selections from the First Five Books, together with the twenty-first and twenty-second Books entire, with an interlinear translation by Rev. Irwin W. Bieher. 12mo. pp. 624. Philadelphia, Charles Deliver. Half tar. \$2.25.
- Mason, J. Clark.* Theory of Heat. (Text-Books of Science, vol. 3.) 12mo. New York, D. Appleton & Co. \$1.50.
- Müller, W. Allen (M. D.)* Introduction to the study of Inorganic Chemistry. With 71 figures on wood. (Text-Books of Science, vol. 2.) New York, D. Appleton & Co. \$1.50.
- Palmer, E. H. (M. A.)* The Desert of Exodus; Journeys on Foot in the Wilderness of the Forty Years' Wanderings; undertaken in connection with the Ordnance Survey of Sinai and the Palestine Exploration Fund. With Maps and numerous Illustrations from Photographs and Drawings taken on the spot by the Sinai Survey Expedition and C. F. Tyrwhitt Drake. 12mo. pp. 470. \$3.00. New York, Harper & Bros.
- Rammelsberg, C. F.* Guide to a Course of Quantitative Chemical Analysis, especially of Minerals and Furnace Products. Translated by J. Towler. Illustr. by Examples. 8mo. N. Y., D. Van Nostrand. \$2.25.
- Smith, Philip (B. A.)* A Smaller Ancient History of the East. From the Earliest Times to the Conquest by Alexander the Great. Including Egypt, Assyria, Babylonia, Media, Persia, Asia Minor, and Phœnicia. Illustrated by Engravings on Wood. 16mo. pp. 316. \$1.00. New York, Harper & Bros.
- Taine, H. (D. C. L., Oxon.)* Notes on England. Translated, with an Introductory Chapter, by W. F. Rae. With a Portrait of the Author. Cr. 8mo. pp. lix, 377. \$2.50. New York, Holt & Williams.
- Thalheimer, M. E.* A Manual of Ancient History, from the Earliest Times to the Fall of the Western Empire. A. D. 476. With a Complete Index and Pronouncing Vocabulary. Illustrated. 8mo. pp. 360. Cincinnati, Wilson, Hinkle & Co. \$2.50.
- Young, Prof. C. A. (Ph.D.)* The Sun and the Phenomena of its Atmosphere (University Series, No. 8.) With a Plate. 16mo. pp. 55. Pap. 25c. New Haven, C. C. Chatfield & Co.
- Baedeker, E.* Italy. Handbook for Travellers. Second part: Central Italy and Rome. With 3 maps and 9 plans. Third ed. revised and augmented. 16mo. pp. lxxviii, 321. \$2.50.
- Same. Third Part: Southern Italy, Sicily, and Excursions to the Lipari Islands, Tunis, Sardinia, Malta, and Athens. With 7 maps and 5 plans. Third ed. revised and augmented. 16mo. pp. xxx, 384. \$2.50.
- Paris and Northern France. Handbook for Travellers. With 2 maps and 21 plans. Third ed. 16mo. pp. xxxii, 320. \$2.50. New York, J. Wiley & Son; Scribner, W. & A.
- Kellogg, Martin.* Art Oratoria. Selections from Cicero and Quintilian on Oratory. With Notes. 12mo. pp. 187. New York, Iverson, Blake-man, Taylor & Co. \$1.25.
- Lange's Bible Commentary.* The Books of the Kings. By Carl Chr. W. F. Rühr, D. D. Translated, enlarged and edited. Part 1. by Edwin Harwood, D. D. Book 2, by W. G. Sumner, (B. A.) (Lange's Commentary, Vol. 6. O. T.) 8mo. pp. 260; 312. (Corrected title.) \$3.00. New York, Scribner, Armstrong & Co.
- Proctor, R. A. (B. A.)* Essays on Astronomy. A Series of Papers on Planets and Meteor, the Sun and Sun-surrounding Space, Stars and Star Cloudlets; and a Dissertation on the approaching Transits of Venus. Preceded by a Sketch of the Life and Work of Sir John Herschel. With 10 plates and 24 Drawings on wood. 8mo. pp. xiv, 401. New York, Scribner, Welford & Armstrong. \$4.50.
- Skeat, Rev. Walter W. (M. A.)* and Rev. Richard Morris, M. A. Specimens of Early English. A new and rev. ed., with Introduction, Notes, and Glossarial Index. Part 2. From Robert of Gloucester to Gower. A. D. 1298—A. D. 1393. 12mo. pp. 499. New York, Macmillan & Co. \$3.00.
- Yonge, C. M.* Little Lucy's Wonderful Globe. With 23 full-page illustrations. 16mo. Boston, D. Lothrop & Co. \$1.50.
- Youman, A. E. (M. D.)* A Dictionary of Everyday Wants, containing twenty thousand Receipts in nearly every Department of Human Effort. 8mo. pp. 549. Shp. \$6.00. New York, Frank M. Reed.

The Rhode Island Schoolmaster.

JULY, 1872.

VOLUME XVIII.

T. W. BICKNELL, Editor.

NUMBER VII.

THE STUDY OF NATURE AS A MEANS OF INTELLECTUAL DEVELOPMENT.

“For many years,” says Carlyle, “it has been one of my constant regrets that no schoolmaster of mine had a knowledge of natural history, so far at least as to have taught me the grasses that grow by the wayside, and the little winged and wingless neighbors that are continually meeting me with a salutation which I cannot answer! Why didn’t somebody teach me the constellations, too, and make me at home in the starry heavens? I love to prophecy that there will come a time when every schoolmaster will be strictly required to possess these two capabilities, (neither Greek nor Latin more strict,) and that no ingenuous little denizen of this universe be thenceforward debarred from his right of liberty in these two departments, and doomed to look on them as if across grated fences, all his life.”

This sentiment of Carlyle’s finds an echo in the minds of many scholars of the present day. Having spent years in study, they are yet ignorant of the most important facts concerning the external world, unable to explain the simplest phenomena of nature, blind to the wondrous beauty of God’s creation, and deaf to the divine melody which is uttered in the harmonies of the material universe.

Some affirm that the study of natural science is fatal to the development of our higher emotions, and tends towards gross utilita-

rianism. But who can study the harmony existing in the works of nature, the manifest order and design displayed in endless changes and variety, and the immutable laws which govern the physical world, without having his thoughts and aspirations lifted to Him who inhabiteth eternity, the Alpha and Omega. "The heavens declare the glory of God! Day unto day uttereth speech, night unto night showeth knowledge!"

Astronomy writes, in the motions of the stars, poetry more glowing than human pen ever produced. Botany leads us among the flowers, the most unpretending of which is arrayed in a glory greater than that of Solomon and teaches Divine goodness and love to every thoughtful observer. Chemistry, unfolding to us wonderful and mysterious changes, excites not only emotions of beauty but of sublimity. And what shall we say of that marvellous agent, vital force, which still eludes the analysis of the latest science. In Autumn it withdraws its power and all nature is clad in the habiliments of decay and death. In the spring time with magic hand it robes the earth in living beauty.

Who will say that lofty sentiment and poetical genius were extinguished in the soul of Hugh Miller by his devotion to the study of Geology? Are not the original occasions of poetry found in nature alone? Goethe, the poet and philosopher, Walter Scott, a close student of nature and the author of some of the most thrilling poems that the world has ever read, and Bryant, whose poetry so clearly reflects nature, of which he is a strict observer, have proved that science and poetry may mutually aid each other. And the language of nature is not obscure, her book being written as Lord Bacon aptly remarks, "in the only language that hath gone forth to the ends of the world, unaffected by the confusion of Babel." The utterances of nature form a poem written by the finger of God, so simple and beautiful that a child may read with delight, so deep and sublime that the great philosopher as he reads shall feel his soul stirred to its inmost depths and shall reverently approach the veil which separates the known from the unknown.

Nature is also the hand-maid of art. The sculptor or painter who attempts the realization of his beautiful ideals must first study nature. Whatever he wishes to represent he must study minutely its

form, structure and relations. Art is but the imitation or embodiment of nature. The sunset of to-day unless transferred to canvass can never be seen again, for like the ever varying picture in the kaleidoscope, are the beauties of nature, and to preserve and perpetuate these beauties is the noblest achievement of art.

We have seen that the study of nature is a source of poetry. Since poetry is but the language of the imagination, it follows that the study of nature must develop the imagination. It is also unequalled as a means of cultivating the memory. Zoology tells us of the forms of animal life exceeding in number two millions, while Botany presents to our views three hundred and twenty thousand species of plants. All that Astronomy includes one could scarcely master in a life-time of study. Adding to a thorough knowledge of any one science which might be chosen as a particular field for research and study, a knowledge of the most important principles of the others, we have sufficient matter for the development of the most susceptible and retentive memory.

The relations, too, in the natural sciences are not accidental but philosophical. The memory, therefore, cultivated by this study, is not simply the power of holding together isolated facts, but is one dependent upon an unbroken chain of facts and principles closely linked in the relations of cause and effect. By observation we are led to make particular propositions, by comparison and generalization we come to general propositions. In this way, through the activity of the perceptive and reasoning powers, we come to a knowledge of general laws. In the application of the general laws thus reached by induction, we proceed by the process of deductive reasoning from the general propositions or statements of laws to particular propositions. By constantly observing facts, drawing conclusions from them, and verifying these conclusions by observation or experiment, we form the habit of correct reasoning and thus gain the same kind of discipline which Geometry or any other abstract science affords. Nor is discipline alone the result of the study of nature as is often the case in absolute sciences. Nature rewards her students not only with discipline, but with knowledge the most practical, pleasureable and profitable. Much depends upon the mode of study. One may study *books* of natural science and yet fail to study nature and also fail of

discipline. A system of mere rote learning will never suffice. If the student's mind has not been brought into direct contract with nature, if he has not studied the great volume of which text-books of natural science are only meagre transcripts, his knowledge will be scarcely preferable to ignorance. He can have no better idea of the real thing than one could obtain of the ocean by looking at a dull map of the sea. By learning from books alone the pupil is taught to fix his thoughts not upon the things of which he is studying, but upon the mere forms of expression.

We believe that this system injures many intellects. The pupil begins to study books of natural science with his perceptive faculties all alive and fresh for observing the real objects of nature, but in trying to understand words, to him unmeaning signs of ideas he never possessed, his mind is overtaxed and confused; he receives passively what is told him and endeavors to remember words which are the mere husks of knowledge. His natural cravings for real knowledge are suppressed, an artificial appetite for mere verbiage is created, while dullness and stupidity are fostered. Give a class a Botany lesson of three or four pages and notice how lifelessly they define in the words of the book, the root, stem, leaves and parts of the flower. The flower and plant are no realities to them, the lesson they say is dry and uninteresting. But lay aside the book, present the plant to them, ask them to tell you about it, calling their attention to the things which you wish them to notice particularly. Then observe how their countenances will at once brighten. Every one will have something to say about the plant, they will notice all the parts, and, under the guidance of a skillful teacher, will accurately describe them. By such teaching every flower will at length become an object of much interest to them; an hour of such study will be of more benefit than a week's study of the book.

If the child by proper teaching is brought into close communion with nature in after life, every singing bird will awaken in his soul an echo of praise, the very rocks will have tongues to tell the life and death of countless ages, the starry heavens will open to his view infinite space filled with worlds to which his own little universe is but a grain of sand. He will be reminded of the Divine being, who though the creator of the vast universe, yet noteth the sparrow when

it falls. His soul will be stirred with emotions unknown to the mere student of books. He will perceive the happiness and the harmony which pervades the creation, and more than all he will learn those fixed morals and physical laws, perfect obedience to which is the ultimate end of every human being.

S. C. ALLEN.

NAMES OF FIRST GRADUATES,

NEW STATE NORMAL SCHOOL, PROVIDENCE, R. I., JUNE 28, 1872.

Stella C. Allen,	-	-	-	-	-	Providence.
Dora Appleton,	-	-	-	-	-	Providence.
Hattie Armington,	-	-	-	-	-	Cranston.
Gertrude Arnold,	-	-	-	-	-	Woonsocket.
Arthur W. Brown,	-	-	-	-	-	Middletown.
R. Anna C. Bucklin,	-	-	-	-	-	Providence.
Belle C. Doran,	-	-	-	-	-	Providence.
Lester A. Freeman,	-	-	-	-	-	Providence.
Rosa E. G. Hazard,	-	-	-	-	-	Providence.
Lydia J. McGary,	-	-	-	-	-	Providence.
Sarah Marble,	-	-	-	-	-	Woonsocket.
Lizzie M. A. Murray,	-	-	-	-	-	Providence.
Annie S. Peck,	-	-	-	-	-	Providence.
Julia F. Pitman,	-	-	-	-	-	Newport.
Hattie A. Rea,	-	-	-	-	-	Barrington.
Mercy Reynolds,	-	-	-	-	-	Providence.
Lizzie S. Robinson,	-	-	-	-	-	Providence.
Adela C. Salisbury,	-	-	-	-	-	Warren.
Lizzie N. Snow,	-	-	-	-	-	Woonsocket.
Lizzie H. Swinburne,	-	-	-	-	-	Newport.
Willard S. Walker,	-	-	-	-	-	Olneyville.
Mary E. Wood,	-	-	-	-	-	Newport.

SONG OF THE RILL.

BY GEO. S. BURLIGH.

A Naiad afloat in a pearly boat
 Sang clearly, in many a liquid note,
 This song of her twittering rill,
 And her voice went out till an echoed shout
 Came back from the maples that girt her about,
 Like a blackbird's earliest trill.

"I am Queen of a sphere that is sweet, that is dear,
 O, cool as the shadow, as sunshine clear,—
 The haunt of the bird and the bee;
 The lilies delight to adorn it with white,
 The thrushes to sing me their gayest 'good night'
 Till the whippoorwill stuns me with glee.

"Young violets shed from the fringes of my bed
 Faint odors as pure as the censer's flame fed
 With gums in the temple of God;
 And grasses that drink, leaning over my brink,
 Grow greener and richer, while shrivel and shrink
 The herbs of the midsummer sod.

"The lads and the lasses let loose from their classes
 Leave books to the benches and dive through the grasses
 That border my beautiful pool,
 And out of my reign, to the nerve and the brain
 Sun-parched, come vigor and freshness again,
 And a bloom through the dust of the school.

"The farmer forsakes his tedders and rakes
 And knelt at my basin, his fever he slakes,
 Deep-plunging his lips for a draught;
 While maidens and boys, with a jubilant noise,
 Chase under my maples their holiday joys,
 And drink where the fairies have quaffed.

"Man, maiden, or lad, are you weary or sad?
 Where my cup overflows, rest, drink and be glad,
 In the gurgle and gush of my song;
 Though ye capture no glance with my music and dance,
 Ye shall know by the freshness ye catch in my haunts
 It is June with me all summer long!"

SOME THINGS ABOUT READING.

The impressive reader is a true artist. He pictures to the mind through the medium of spoken words appropriately uttered, while the painter employs the canvas, colors, light and shade for the same purpose. The one seeks recognition through the ear, the other through the eye. As with the painter the picture must first exist in the mind before he can make the canvas glow with its beauty, so with the reader, he must first not only be imbued with the spirit of what he reads, but have definite conceptions of what he would impart. In teaching reading we effectively employ illustrations from the kindred art of painting. Pupils may be impressed with the necessity of having in the mind precise notions and images of what is to be transferred, through the senses, to others, in reading as well as painting. They may easily be made to appreciate the advantages and disadvantages which these arts respectively have in conveying thought and imagery, and reading will by no means suffer in the comparison. The recognition of the fact by pupils that in an important sense they are artists, or, rather, may be, appeals effectively to their love of doing things which require skill.

In this brief way, we hint at a method which should be fully and systematically elaborated to show how indispensable it is that the reader should comprehend the matter to be read, and that in the reading there is really an artistic work to be done. In regard to the practical work of dealing with a selection, as it would be brought before a class, it is difficult to make the matter clear upon paper. The actual management of a class in the presence of those seeking information would be better than anything which could be written. Still a brief specimen of what we may call "word painting" may not be amiss. Let *"The Rainbow"* furnish the example:—

1. "The evening was glorious, and light through the trees
 Played the sunshine and raindrops, the birds and the breeze;
 The landscape, outstretching in loveliness, lay
 On the lap of the year, in the beauty of May.
2. "For the Queen of the Spring, as she passed down the vale,
 Left her robe on the trees, and her breath on the gale;
 And the smile of her promise gave joy to the hours,
 And fresh in her footsteps sprang herbage and flowers."

To the pupils: What had happened just before the scene referred to in the first stanza? Does a shower usually make you feel sad? What was the time of day? If you were painting this scene what object would you represent to indicate the time of day? Where would you place it? Would you picture any clouds? Where would you place them? Why are the sunshine, raindrops, birds, and the breeze represented as *playing*? Why not mourning or crying? Read it so as to represent them as very sorrowful. Now as merry and playful. Why does it say "in the *beauty* of May"? As you are to represent all this by the voice, instead of with brushes, canvas and colors, do you think it proper to read it in precisely one tone and with the same force all the way, just as though painting all with one color? Now, with this picture in your mind, read it so as to express just what your feelings are about it.

Did you ever see Spring pictured in a painting or an engraving? Did she wear an angry face? Why a smiling face? Was she old or young? Why not represent her as crippled and stooping? Why represent Spring as a female, while Winter is pictured as an old man? Why is there a "promise" in her smile? Read the line putting "threat" for "smile" and change the other words to correspond. Now tell me what kind of picture you would paint, if you could, for the second stanza,—the objects you would make and where you would place them. Read the first line of the second stanza so to picture to the mind a heavy, plodding tread; next, a frightened step; an angry step; running as though on a wager; now, lastly, as happy, tripping Spring, with smiles on her face, and with hands full of flowers.

Questions similar to the above, and others suggested by the answers or readings of the scholars, will serve the purpose in view, leading them to appreciate, and to be benefited, by the selections which they read, and enabling them to impart pleasure and profit to those who listen.

In this connection, we would suggest the importance of special and careful drill upon single clauses, phrases, and separate words, even, by which the picturing is chiefly portrayed, calling attention to the fact that the other words are mere links, or ties, or simple modifying ideas, like the connecting grounds and the minor objects in a landscape.

This "word picturing," in the sense here used, applies, chiefly, to the rendering of descriptive pieces, yet, with some modification, is applicable to all varieties of reading, some of which may be referred to in future articles.

L. W. R.

PARTING HYMN,

RHODE ISLAND STATE NORMAL SCHOOL

— —
BY STELLA C. ALLEN.
— —

Gleaners from the field of knowledge,
Reapers from the whitened plain,
In our hands to-day are gathered,
Ripened sheaves of golden grain.

Long, yet cheerily we've labored,
And with joy we've viewed the prize;
Glorious the harvest golden,
Which to-day before us lies.

Filled with hope and zeal and courage,
Go we forth a work to do,
Let us never faint nor falter!
Let us to that work be true!

Jesus, Master of the harvest,
When Thy reaping time draws near,
Bringing with us sheaves, we'd meet Thee,
We, Thy words, "Well done," would hear.

May our sheaves at last be garnered,
Safe within thy home of love,
May we join with angel reapers
In Heaven's "Harvest home" above.

Never use a hard word when an easy one will answer as well.
Never tell a pupil to do a thing unless convinced he can do it.

PLACE, OR ELEMENTARY GEOGRAPHY.

Develop ideas of position and direction. Teach cardinal points. Abundant illustration by objects in the school room and village.

Form.

- I. Surface or outside of object.
- II. Faces, or parts of surface. Plane and curved.
- III. Edges. Straight. Curved.

Size.

Develop ideas of, by use of objects. Give terms; long, short, large, small, low, high, broad, narrow, etc.

Weight.

General terms—light, heavy. Illustrate, and show connection with size.

Animals:

- | | | | | |
|-------------|---|-------------------------------|---|--------------------------|
| I. Mammals. | { | 1. Name and number, parts of | { | Cat, Sheep,
Dog, Cow. |
| | | 2. Description of parts, etc. | | |
| | | 3. Position | " | " |
-
- | | | | | |
|------------|---|-------------------------------|---|-----------------------------|
| II. Birds. | { | 1. Name and number, parts of | { | Hen, Duck,
Goose, Robin. |
| | | 2. Description of parts, etc. | | |
| | | 3. Position. | | |
-
- III. Fishes—Same as with mammals and birds.
- IV. Reptiles—" " " "
- V. Insects—" " " "

The above scheme of lessons, faithfully presented by an intelligent and studious teacher, can scarcely fail to make the child much more observing and thoughtful than he would be without them. If children can only be induced to form habits of investigation, of examining into the thousand objects of interest which they see, and hear and stumble against every day, their education is auspiciously begun; they are upon the same royal road that has led the Bacons, the Newtons, and the Agassizs, to their immortal honors. The great and general difficulty in elementary teaching, has been its abstract, formal, unmeaning, lifeless character. We heartily accept the doctrine,

that in all our instruction we should endeavor to start from a point within the narrow circle of the pupil's experience, and thenceforward make the work of education as real, and so as agreeable, as possible.

SECOND YEAR.

This year, as well as the previous one, is spent in the first Primary Department. The subjects are indetical with those just given, but the work is in every case a grade higher. For example, a reading-book is substituted for the chart and blackboard lessons, the tables of addition and subtraction are formed, series of numbers are added and subtracted, numbers are written as far as 500. Elementary geography is taught in connection with place, while writing on the slate to a considerable extent supersedes the printing of the year before. A great deal of practical knowledge is gained in this grade. Children are taught color in its beautiful varieties; and not only this, but how the leading colors are formed; they are taught to measure both by the eye and by standards; they are taught—always with ample illustration—the simpler tables of weight and measure, as “16 ounces make a pound,” &c.; “4 gills make a pint,” &c.; “12 inches make a foot,” &c. Ordinary plants and animals are further studied, parts and their adaptations are given, also qualities and uses. The drawing lessons are continued.

In making drawing a part of the Common English Course, we had in mind the accomplishment of the following ends, viz.: 1. To educate the eye and hand. 2. To educate the taste—the æsthetic element in the nature of the child. 3. To give pupils a knowledge of the elements of art of sketching—particularly of drafting plans and patterns—that not only in the mechanical arts, but in almost any walk of life, cannot fail to prove to them a source of profit as well as pleasure. 4. To discipline the imagination and the judgment.

The following is the Oral Course of this year, viz.:

I. Objects—Place and uses of parts of, distinguishing between the more and the less important parts.

II. Color—Review previous work. 1. Secondaries—How produced, as Red x Yellow=Green. Name of, and patterning with what. 2. Tertiaries—How produced, as Green x Violet=Olive. Name of, and patterning with what.

III. Plants—Leaves. Parts of. A few of the forms. Uses of. Teacher to bring the leaves before the class.

IV. Place—Review position and direction. Teach intermediate, or semi-cardinal points. Sketch school-room, and school house grounds.

V. Form—Describe solids, as sphere, hemisphere, cube, prism, cylinder, cone, pyramid.

VI. Size—Develop idea of relative size. Lead children to see the necessity for a standard of measurement. Teach measures of length and quantity, using abundant illustrations. Measure by the eye.

VII. Weight—Show necessity for common standard measures of. Make pupils acquainted with them, and teach table of.

VIII. Animals—Review. Describe parts, uses, food, and movements of animals that the children are familiar with.

WRITTEN EXAMINATIONS.

BY JOHN PARCOCK.

I am quite sure that the record of the recitations of the pupils kept by the teachers of the higher grades in the District Schools and in all the grades of the Intermediate or High Schools, might be profitably dispensed with. That such a record in classes so large as ours, no difference how carefully it may be kept, represents the relative progress and standing of pupils with even a tolerable approach to correctness, is, I am convinced, both from experience and observation, a delusion. The time consumed in calling the roll and marking the standing of the pupils at the end of each recitation, is not the only or greatest evil attending the keeping of such a roll. As the value of every answer is to be estimated in figures, the tendency of the plan is to hamper the efforts of both teacher and pupil. For fear he may not be exactly fair in his marking, the teacher hesitates to ask questions whose answers are not to be found set forth with specific precision in the text of the lesson; whilst the pupils are still more en-

barrassed and hesitating in their recitations, lest by the unwitting insertion or omission of a single word even they should lower the numerical value of their answers. The results of this are a greater tendency to memorize forms of expression than is profitable for mental growth, and a failure to acquire that facility in the use of language necessary to the best expression of thought.

The teacher in his daily recitation should not only use the utmost freedom in questioning his pupils, but should encourage a like freedom in answering, always insisting that their thoughts should be given in their own words. By pursuing such a course as this he will have an opportunity to follow up any line of investigation that may incidentally unfold itself during the lesson, and thus add completeness and new interest to his instruction. The truths thus incidentally arrived at impress themselves far more deeply on the minds of pupils than those conned from text books, from the fact that these truths have been discovered in part by their own efforts, and they are thus made to feel a sort of proprietary interest in them. At the same time the tendency on the part of teachers who have no fixed standard for measuring their work to talk too much, which leads to diffuseness and a lack of thoroughness in instruction, is to be resisted with a determined watchfulness. Such a standard, far more reliable than any record of recitations can possibly be, is found in the written examination. By it the teacher can ascertain not only whether his pupils are merely learning their lessons from day to day, but also whether they are retaining what they learn. Such examinations to attain these objects should be as frequent as circumstances will permit ; if possible once a month at least in the upper grades, and in the lower grades oftener. They should cover all the branches studied, and the class standing of the pupil should be determined by their results in connection with his deportment record, without any reference to the character of his daily recitations. I believe these examinations would prove quite as powerful a stimulus to exertion as the marking system for lessons, whilst they would recommend themselves to pupils as being fair and strictly impartial.

As the class standing of pupils will alone be affected by these examinations, great care should be taken in preparing the questions to give them breadth and suggestiveness. If this is done, much will

be accomplished in the way of lifting our instruction out of any narrow ruts into which it may have fallen. It will also be an inducement to teachers to work for results overlapping the limits of a course of study, instead of stopping short in the pursuit of truth and knowledge, however interesting and profitable it might be to continue this pursuit, when those limits are reached, on the plea that such work counts for nothing in examinations. Little narrow questions that may be answered by yes or no, or by the parrot repetition of the words of the text-book, will never measure a well-taught school. On the contrary, high percentages on such questions are perfectly consistent with stultifying and humdrum methods of instruction.

Examinations for transfer from grade to grade, since they measure the relative standing of different schools, should evidently be more rigidly confined within the exact limits of the course of study than examinations of which I have been speaking; and yet I think no thoughtful teacher will deny that the questions for them should be so constructed as to require for their answers thought as well as memory.

I am aware that there are those who are altogether opposed to percentages as a means of classifying pupils, and they make a showing for their opposition by asserting—and very truly too—that there are many things in a good school which can not be measured by such a standard. This objection to percentages reaches back, of course, to all written examinations, the percentages being nothing more than the definite values of the answers given. The opponents of percentages, if they have any standard for the promotion and classification of pupils in their scheme for conducting a graded school, must make the teacher's estimate of the value of the daily recitations that standard. Now I venture to assert most confidently, that a proper and uniform classification of pupils in a great system of graded schools on a basis so uncertain as this would be in one teacher, and whose uncertainty will be increased a thousand fold when it becomes the varying judgments of five hundred teachers, is utterly impossible; and that the board of education that should make such an attempt would find its system of schools, in a brief period, falling into utter chaos.

It may be said that good teaching does not show its best fruits im-

mediately—and there is some truth in the assertion—but when a teacher has had his pupils under his care but for a single year, it would be preposterous to assume that the school authorities should wait until those pupils have grown up and passed out into the world of active life, before attempting to ascertain any thing of the character and value of the one year's work. For this one year's work the teacher is responsible, and can justly be held responsible for no more. When pupils have come to him upon a certain and fixed standard of literary qualifications, and his field of labor for the year has a well defined boundary, he has no right to complain if the results of his labor fall below those of other teachers in the same grade, provided the standard applied is fair and uniform. Such a standard, as I have already said, I believe the written examination to be. Not a perfect standard certainly, but the nearest approach to one. It does not measure the differences of home influences and opportunities; nor does it exactly measure the moral standing of a school—though a school with a very low standing in intellectual attainments and a high standing in morals has not come under my observation. Within the legitimate sphere of its operations, the written examination, if honestly conducted, determines in the most impartial manner all that it professes to determine,—neither the health nor the caprice of the teacher having the least effect upon its results. The written examination has this other important advantage, it not only enables the teacher to ascertain definitely and relatively what his pupils are doing, but by it the pupils are enabled also to determine for themselves from time to time, with the utmost exactness, where they are standing—a knowledge they can not gain by any other means.

My experience on boards of examiners has convinced me that many students pass through their whole scholastic course totally in the dark as to the character of their attainments,—self-deceived partly, and partly unintentionally deceived by their instructors, into the belief that they were on the high road to superior scholarship. The touchstone of a written examination opens their eyes at once, but often, unfortunately, too late. Such a lack of self-knowledge could never exist for any length of time were students in colleges, as well as in lower schools, thoroughly tested at every step of their educational career by the honest truth-telling written examination.

While, then, entirely convinced of the necessity of written examinations in a system of graded schools, and of percentages as the means of expressing their results, I can not speak in too strong terms of condemnation of that teaching that sees nothing beyond ; that fears to turn aside the least way, however inviting the prospect, from the treadmill round which is believed, from tradition and experience, to be most effective in grinding out high figures. Such mechanical work does not deserve the name of teaching, and no true teacher will ever suffer himself to be cribbed within such narrow bounds. It can not be too deeply impressed upon teachers that percentages are but a means of measuring work, not an end to be work for.

REPORT OF REV. DANIEL LEACH.

PROVIDENCE, APRIL 26, 1872.

To the School Committee of the City of Providence :—

GENTLEMEN—There are few questions of greater moment, or that have a more important bearing on the permanent welfare of every community, than the one that relates to the education of the young for the active duties of life. In whatever aspect or relation it is viewed it must be regarded by every thoughtful mind, as being intimately connected with all that gives dignity and worth to character, and stability to every civil and social institution.

Upon a correct decision of this question, more than upon all others, the advancement in civilization and the highest elevation of man depend.

This is a truth now so well established that there are but few who are disposed to controvert its vital importance.

The chief enquiry then should be, how can the best system of instruction be secured, and our schools raised to the highest condition of excellence.

The science of teaching, like all other sciences, is founded on facts. Theories and speculations, however plausible and ingenious, that are

not based on large experience and careful observations, are of but little value. Without a strict observance of this fundamental principle, there can be no real progress either in science or art. The light of the past should ever dawn on the present, and should guide to the future. This is emphatically true in regard to all subjects of inquiry.

To assist us in determining what *can* and what *ought* to be done to improve our schools, and to give them greater efficiency, we should carefully gather up the collected wisdom and experience of the ablest minds that have been devoted to this noble work.

Education in its broadest sense is a common cause. It is a life work for all people and for all time. There should be no empirical trifling, no antagonism with established and immutable truths. The unskilled may with impunity seek to find out new physical or chemical laws, guided by imaginary theories and by the application of untried tests; but the laws of mental development and mental growth are too sacred for experiment.

Mistakes once made in the training and culture of the young are often irreparable, and the sad consequences flow on through ages. The foundation of all that is great and good in after life, pure and noble in the character, must be laid in early youth. The most skillful hands, therefore, and the best methods of instruction are requisite for perfect work.

There are but few subjects on which there have been so many new theories and such crude speculations as on the conduct and management of schools. The press is teeming with books and periodicals professing to teach something new—to shorten the pathway to learning, and to make it more attractive by removing its obstacles and by plucking out its thorns. Every few months there appears some bold and self-confident innovator, who seems to be laboring with a new idea struggling for birth; and when he is happily delivered, it is sent forth in the form of a new book, to enlighten and bless the rising generation. So great has been this fecundity of aspiring genius, that in each branch of study, text-books may now be reckoned by hundreds if not by thousands. It is often remarked, and it is only too true, that the boldest reformers and critics often have but a very limited knowledge of the subjects concerning which they attempt to en-

lighten others. While we most willingly admit that there has been a very marked and decided improvement in some of the text-books that have been published, yet the vast majority of them have only served to increase the burdens of parents without benefiting the schools.

This subject has already become one of the gravest significance, and is worthy of the most thoughtful consideration. Every appropriation of money for education should be wisely made and judiciously applied.

Our schools should ever be the pride of our city, as they are unquestionably, the source of its highest prosperity. To foster them and to support them liberally should be regarded as the first duty of every citizen. If we have good schools it should be our constant endeavor to make them better. There is no limit to what skillful labor and wise counsels may achieve.

In no way can we so effectually add to the material wealth of our city as by unfolding and developing the latent genius and talent of the young. It is to this creative power, more than to all other agencies, that we are to look for its future growth.

While science is making rapid strides in revealing the secret forces of nature, skillful hands should be taught to apply these forces making them obedient to the will of man and compelling them to do his work.

If we would not fall behind other cities in this race of honorable competition, we should give to all our youth who are fitted to receive and profit by it, such an education as will best fit them to contend successfully for the rich prizes of life.

It is often asked how far education should be free, and what is the duty of government in making compulsory provision for this purpose. The answer to this question must be sought for in the inquiry, what is the end and aim of man? for what was his existence designed? Government is but the agent of society, and society is only the aggregation of individuals. Whatever, therefore, that affects individuals affects every human organization. It is evident that man has lower and higher aims—subordinate and supreme—neither of which ought to be overlooked or undervalued. The first purpose of man is to support life—to supply the wants and cravings of his body—to secure

the highest degree of animal enjoyment during the whole course of life with the greatest ease and the fewest hardships. Were this all, a very limited amount of knowledge would suffice. No more would be necessary than what nature gives by instinct, to lower animals. But man is a moral and intellectual being, with far nobler aims; and is endowed with powers and faculties that were evidently intended to be developed and cultivated. It is by unfolding and perfecting these alone that he attains his true rank in the scale of being; and whatever it is the highest duty of man to do, it is the imperative duty of government to aid and protect him in doing.

There is, however, a limit beyond which free instruction should not be provided. What this point is, educators are not agreed. It is an indisputable fact, that there is a wide difference in the natural endowments of youth, both in their physical and mental constitution. All are not created for the same active sphere of life. The true aim of education is, in the first place, to find out the natural capacity and talent of each youth, and then to cultivate these to their highest perfection. It is not its purpose to *create* powers, but to assist in the development and growth of such as a Beneficent Creator has given. We should not attempt to force nature, but to aid her in carrying out her benevolent intentions and designs.

There is a very large and deserving class in our community, who are unable to provide the best instruction either for themselves or children, who should receive liberally the precious gifts of knowledge; and who in return, by their increased skill, will give back to the city tenfold more than they receive.

But few, very few, fully appreciate what we owe, as a city, to the skill and labor of our mechanics. It is to them that we are mainly indebted for the high degree of prosperity we now enjoy. By increasing their intelligence we increase their worth and their power. Every facility should therefore be furnished that the highest excellence in each branch of industry may be reached.

We need look back only a few years to see what changes have been wrought in the whole texture and fabric of society by the discoveries of Franklin, Fulton and Watts. And yet these would have been comparatively valueless had it not been for the skill and enterprise of intelligent artisans, who have finished and perfected what the inspiration of genius brought to light.

Were our workshops to be closed and the hum of the millions of spindles to cease, but for a single month, the main artery that now quickens every pulsation of business life would be paralyzed, the channels of trade would be dried up, the mart of traffic forsaken.

Let then the path of the artisan ever be illumined by the increasing light of knowledge, and grow brighter and brighter unto perfection.

To give greater completeness, therefore, to our excellent system of Public Instruction, we need a school of Arts and Design, in which the native talent of our humble youth may be brought out and cultivated, so that its mature fruits may adorn and enrich our growing city.

It is not only true that the increase of our material wealth depends so entirely upon the efficiency and character of our schools; but they are the only safeguard and protection to our civil and social state.

Where ignorance abounds, crime is sure to follow. And then comes, of necessity, a centralization of wealth and power—the greatest dangers that ever threatened a free government. Without a general diffusion of intelligence and virtue, the elective franchise becomes a mere farce;—and free suffrage exists only in name—a privilege to sell one's vote to the highest bidder.

Every thoughtful man must perceive that these evils are fearfully and alarmingly on the increase, and that unless, there is raised up such an antagonistic force as education alone can supply by creating individual intelligence and responsibility, the days of our boasted Republic will, not ere long, be numbered.

A broad and liberal culture is also imperatively demanded for our girls, both for their own sake and for the welfare of society. They should be educated not only to be teachers in our public schools, but for the higher and more sacred duties of the family. It is in the nursery that we find, by far, the most effective of all teaching. It is there that tender minds receive their first and most permanent impressions. The hallowed influence of the fireside has cheered and brightened many a pathway in the journey of life. It is to refined, cultured, Christian women that we are especially to look for whatever is pure and lovely,—for the upbuilding and adorning noble characters.

Let, then, the teachers and mothers of our future Republic be taught, and well taught. Let them have such an education as will fit them for their high vocation. Let their minds be disciplined by severe studies—their tastes cultivated and refined, and their hearts imbued with whatever is beautiful and true in nature and art. Then the dignity and power of woman will be seen and felt in every sphere and station in life.

We would not ask for them an education that is simply showy, superficial and fashionable—that gives false views of life and life's work—that regards labor as dishonorable and degrading, and existence a mere pastime of gaiety and mirth; but an education that elevates and ennobles—that inspires with lofty hopes—that unfolds and disciplines all the powers of the soul, and impresses every thoughtful mind with the gravest individual duties and responsibilities. For such an education the most liberal means should be cheerfully provided.

There has been but little change in the condition of our schools the past term. Some improvements have been made in modes and methods of teaching. General principles are now taught more than technical rules. In the study of grammar, special attention has been given to the forming and constructing sentences. In our lower grade of schools young children are taught daily to express their thoughts correctly, both in conversation and in writing.

History and geography are now taught better than ever before. In both of these studies map drawing is a prominent feature.

An interesting and very valuable exercise has been introduced into most of our schools, of a strictly practical character. Pupils are required to bring to the schools, once a week or oftener, the names of objects of which they have some knowledge—such as articles of food, dress, manufactures and commerce; also, the names of trees, plants, grasses and flowers. These names they, at first, spell correctly, and afterwards they describe the objects by stating their qualities and uses.

Some improvement is desirable in the method of teaching reading. The mechanical part—the training the vocal organs to the utterance of sounds has, for some time, received special attention. This, as a preliminary exercise, is all important, and cannot be too highly appreciated. It should form a daily drill in every school. There is,

however, a higher end to be gained in reading—the distinguishing and separating the thoughts from the expression. But few, very few, learn to do this thoroughly. It is the most difficult of all acquisitions in knowledge. Pupils, in their first efforts to learn to read, become so accustomed to associate words and sounds without ideas, that it is an exceedingly difficult task, and one that demands great skill in a teacher, so to change and modify early habits that words and expressions should always suggest vividly to the mind, thoughts and ideas. This pernicious habit, which is early formed, is confirmed and strengthened by the thoughtless and rapid reading of children when out of school. The multiplicity of books and the exciting tales that are now in the hands of all our youth, are the greatest obstacles to their progress in exact knowledge and mental discipline. The great question to be decided for our youth is, first, *how* to read for themselves with a clear understanding of the thoughts and sentiments of the writer in all their beauty and force of expression. The second, which is of equal importance, is *what* to read. These questions are worthy of the most serious consideration by every friend of youth.

The whole number of pupils registered the past term is 8,646. Of these, 289 were received into the High School, 2,694 into the Grammar Schools, 2,447 into the Intermediate, and 3,416 into the Primary Schools.

All of which is respectfully submitted,
DANIEL LEACH, *Superintendent*.

COMMON THINGS.

BY SAMUEL W. DUFFIELD.

The bee from the clover bloom
Is ready to lift his wings;
I found him gathering honey
Out of the common things.

The bird to the maple bough
The twigs and the stubble brings;
He is building his love a cottage
Out of the common things.

The poet sits by himself—
What do you think he sings?
Nothing!. He gets, no music
Out of the common things!

—*Scribner's for April*.

American Philological Association.

The Fourth Annual Meeting of the American Philological Association will be held in Providence, R. I., commencing on Tuesday, July 23d, at 8 p. m., in the Chapel of Brown University. The morning and afternoon sessions will be held in the Chapel; the evening sessions will be held in the Hall of Representatives, in the State House. The annual address of the President, Prof. William W. Goodwin, Ph. D., of Harvard University, will be given in the Hall of Representatives, on Tuesday evening, at 8 o'clock.

Members of the Association who are expecting to attend this meeting will please give early notice of the same to Merrick Lyon, Esq., Providence, Secretary of the Local Committee. On their arrival in the city, members will report themselves at the Office of Hon. Thomas W. Bicknell, State Commissioner of Public Schools, No. 87 Westminster street, (nearly opposite the Arcade), where members of the Committee will be in waiting to direct them to places of entertainment.

The Local Committee regret that this meeting occurs at a time when very many of the citizens are away from the city, and their houses closed for the summer, a circumstance which much curtails their facilities for furnishing private hospitality. They will, however, exert themselves to provide such accommodations as they can. If they do not find a sufficient number of lodgings in private houses, they will endeavor to make arrangements with hotels and boarding houses to receive guests at reduced prices.

ALRXIS CASWELL, Chairman.

MERRICK LYON, Secretary.

LOCAL COMMITTEE—President Alexis Caswell, Brown University; Merrick Lyon, University Grammar School; Rev. Daniel Leach, Superintendent of Public Schools; Profs. J. L. Lincoln, A. Harkness, J. L. Diman, and William C. Poland, Brown University; Hon. T. W. Bicknell, State Commissioner of Public Schools; Edward H. Cutler, David W. Hoyt, Public High School; Albert K. Smiley, Alonzo Williams, Friends' School; Charles B. Goff, Howard M. Rice, Mowry & Goff's High School; Rev. Charles H. Wheeler, Rev. Carl W. Ernst; William E. Tolman, Pawtucket High School; Isaac F. Cady, Barrington Centre High School; William H. Appleton, Cambridge, Mass.

National Educational Association.

[NOTE.—The Programme of Exercises will be found in the June *Schoolmaster*.]

The Twelfth Annual Meeting of the National Educational Association will be held in the city of Boston, Mass., on the 6th, 7th and 8th of August, 1872. The forenoon and evening of each day will be occupied by the General Association, and the afternoon of each day by the four Departments. The opening exercises will be held in the Lowell Institute Hall, on Tuesday, Aug. 6th, at 10 A. M. There will be a meeting of the Board of Directors on Monday Evening, August 5th, at 8 o'clock. The place will be duly announced in the Boston papers.

The daily programme will be so arranged as to afford time for the thorough discussion of the topics of the greatest interest and importance, and each discussion will be opened by a person selected for the purpose. All who may be willing to participate in these discussions, are requested to come prepared to express well-matured opinions in the fewest possible words.

Nine of the hotels of Boston have generously reduced their prices. Members of the Association, presenting certificates of membership at the time of settlement of bills, will be entertained at the following rate: American House, \$3.50; St. James, on condition that it has 50 guests, \$3.00; United States, (25 guests,) \$3.00; Marlboro', Creighton and Clarendon, each, \$2.50; Warwick, \$2.00; Everett House, \$1.75; and Maverick, \$1.50. These are all good hotels, several of them being among the best in the city. The Norfolk House, Roxbury, will take 40 guests, at \$3.00—a good house on horse-car line.

Nearly all the railroads in New England agree to return members of the Association *free*, who pay full fare in going to the meeting. The Grand Trunk Railway will return free, on above conditions, to Detroit and intermediate points, and the Boston and Albany Railroad will return to Albany.

American Institute of Instruction.

The forty-third annual meeting of the American Institute of Instruction will be held in Lewiston, Me., August 13, 14 and 15.

The following is a partial programme of the exercises that may be expected at that time. A more complete statement will be announced in the next number of "The Schoolmaster."

Lecture by J. H. Twombly, D. D., President of the University of Wisconsin, on "Woman in College." Paper by Prof. E. C. Pickering, of the Institution of Technology, Boston, on "The Laboratory Method of Teaching Physics." (Supplemental to the paper prepared for the National Teachers' Association.)

Paper by Walter Smith, State Director of Art Education, Massachusetts, on "Drawing in graded Public Schools,—What to teach, and how to teach it."

Lecture by Hon. E. E. White, Columbus, Ohio, on "The Criterion of Education."

Lecture by Nathaniel T. Allen, West Newton, Mass., on "The System of Public Instruction in Prussia, as seen by Massachusetts Practical Teacher."

Lecture by the Rev. C. Bartol, Boston, on "The idea of Industrial Education."

It is expected that the Hon. J. G. Blaine, Speaker of the United States House of Representatives, will address the Institute during its session. Other lectures may be expected, and time will be afforded for the discussion of the several subjects presented, in which it is hoped the members of the Institute will come prepared to participate, without waiting for a previous formal invitation.

The railroad arrangements will be the same as those made for the National Association.

AMHER J. PHIPPS, President. West Medford, Mass.
D. W. JONES, Secretary.

Boston, June, 1872.

AMHERST AGRICULTURAL.—The culture of sugar beets at the agricultural college at Amherst will be carefully carried on this year, for the purpose of finding accurately the lowest cost of raising the beets. Six hundred dollars worth of machinery has been procured in Europe for the sowing and harvesting processes.

EDUCATIONAL INTELLIGENCE.

EDITED BY G. E. WHITTEMORE.

Summer Educational Work.

- GREAT INTER-COLLEGE REGATTA, at Springfield, Mass., July 23.
- NEW YORK STATE TEACHERS' ASSOCIATION, at Saratoga Springs, July 23-25.
- AMERICAN PHILOLOGICAL ASSOCIATION, at Providence, R. I., July 24.
- GERMAN AMERICAN TEACHERS' ASSOCIATION, at Hoboken, N. J., August 1-4.
- NATIONAL EDUCATIONAL ASSOCIATION, at Boston, August 6, 7 and 8.
- AMERICAN INSTITUTE OF INSTRUCTION, at Lewiston, Maine, August 13, 14 and 15.
- PENNSYLVANIA STATE TEACHERS' ASSOCIATION, in Philadelphia, August 20, 21 and 22.

STATE NORMAL SCHOOL.—The first annual examination of this school passed off to the eminent credit of both teachers and pupils, and twenty-two well qualified and ambitious teachers are added to the educational forces of our State. That they will be an honor to the profession they have chosen is the logical conclusion, their past career of diligent study and culture premises. The fitting words spoken by their able and hard-working Principal at the graduating exercises, urging them to make their profession the means of doing a noble life work, rather than an easy way of earning a livelihood, will, we believe, be long remembered and heartily heeded by the members of this class. They have seen their teachers, day by day, engaging cheerfully in most arduous labor, and if they have learned how to maintain the dignified, yet affectionate bearing, so characteristic of their zealous instructors, and have learned like them to rule by love, they cannot fail of being eminently successful. Some are already engaged for the fall term, and beyond a doubt, Commissioner Bicknell will have more applications for Normal teachers than he can fill. Space forbids the lengthy and detailed report our inclination prompts, and of which the graduating exercises are so well worthy.

A list of the graduates may be found on page 233 of this number of THE SCHOOL-MASTER.

COMMENCEMENT AT BROWN.—The exercises connected with this event began on Friday, June 21, with the exercises of class day. The Oration by A. J. Jennings, of Fall River, and the Poem by B. A. Greene, were enjoyed by an appreciative audience in the forenoon, while the exercises a few hours later, at the planting of the class tree, yielded much amusement to the members of '72 and their friends. In the evening, promenading on the College walks, and enjoying the private "spreads," occupied the busy throng till the hour for the class supper.

On Saturday, the Carpenter Prize Exhibition took place. The fortunate contestants were as follows: George F. Tucker, New Bedford, Mass., first prize, \$60; Robert M. Martin, Lonsdale, R. I., second prize, \$36; Luther T. James, Kansas City, Mo., third prize, \$24.

Sunday afternoon, Rev. Dr. Caswell, President of the University, preached an excellent Baccalaureate discourse to the members of the Graduating Class, and in

the evening, the Society of Missionary Inquiry listened to an able sermon from Rev. Dr. Crane, of Hartford, Conn.

The Phi Beta Kappa held its business meeting in Manning Hall, Tuesday morning, Professor Harkness presiding. Officers for the ensuing year were chosen, Professor Harkness being reelected to the office of President. Various committees were appointed, and nine new members admitted, among them Hon. T. W. Bicknell and Hon. J. B. Chapin. Reuben A. Guild was requested to prepare a catalogue of the society.

At 4 P. M., Tuesday, the Alumni were called to order by Professor J. L. Lincoln. Hon. Francis Wayland, of New Haven, was chosen Moderator, and on assuming the chair, alluded to the fact that they came together "to welcome the coming and speak of a parting President," and expressed the hope that some *practical* measures might be set on foot to increase the prosperity of Brown. Hon. Abraham Payne and H. B. Staples, Esq., presented reports of the action of a committee appointed a year ago, to confer with the Corporation of the University upon any relations of the Alumni to the government of the institution. From these reports it seems that by the perpetual character of the charter and the very commendable unwillingness of the Corporation to change that instrument, the Alumni as a body can have no share in the government of the college known to law. It was suggested, however, that an advisory relation to the college be assumed by the Alumni. For example, it was thought that any nominations made by the Alumni for vacancies occurring in the Board of Trustees would be regarded favorably by the Board.

Professor Lincoln having been appointed a committee to wait upon Dr. Robinson, President elect, and to invite him to be present, returned with that distinguished son of Brown. In the address which he then made to the Alumni, Dr. Robinson gave us a glimpse of the man, and of the work which he proposes to do. Symmetrical culture is evidently to be the aim of President and Faculty. "I am satisfied," said he, "that education which does not round out a man, intellectually and morally, is an education which, for this age, is ineffectual." Nor does he think lightly of physical culture. "It is impossible that a man should have a healthful brain and a healthful conscience, without a healthful body." Words of good cheer for the future.

Articles of organization of the Alumni of Brown were then adopted, the main points of interest in them being the following:

"All graduates of the University are members of the Association. Absent members may vote on the nomination of Trustees of the University, by written proxy, filed with the President or Secretary of the Association ten days before the annual meeting at which such nomination is to be made. The Association shall meet annually, on the afternoon of the Tuesday preceding Commencement day, and at such time and place as the Secretary may announce. The President, and a majority of the Executive Committee, may call special meetings of the Association by notice, to be published at least seven days before such meeting, in one newspaper, printed in each of the cities, respectively, of New York, Boston and Providence, and such notice shall state the object of such meeting."

Dr. Caswell was elected President of the Alumni for the ensuing year.

The customary entertainment at the residence of Mr. Marshall Woods, on Tuesday evening, was attended by many Alumni, including the President and President elect.

The one hundred and fourth Commencement was held Wednesday morning in the First Baptist Meeting House. This event no longer attracts throngs of rustic beholders, as in days of yore, but has become more a college festival and less a holiday for *profani*. Few but graduates, and their friends, assembled this year. A goodly number of Alumni were present, however, glowing with enthusiasm and zeal for their mother Brown. Some fifteen young gentlemen presented their contributions to Commencement literature, and were rewarded with liberal applause and bouquets. The orations were of a high order and showed labor on the part of both pupils and instructors. The Classical Oration and that with the Valedictory, were especially meritorious. Forty-four received the degree of Bachelor of Arts; four, that of Bachelor of Philosophy. Thirteen were made Master of Arts in course. Three received the honorary degree of Master of Arts; among them, D. W. Hoyt, of the Providence High school. Rev. Lyman Jewett, a missionary to India, was made Doctor of Divinity, and three gentlemen received the degree of Doctor of Laws; among them, Rev. Dr. Robinson, the President elect, and Hon. Henry B. Anthony, our State Senator.

At the annual dinner President Caswell was the first speaker. He alluded to the two legacies received the past year, \$14,000, a part of Professor Elton's bequest, and \$50,000 for a professorship in Chemistry, from the late W. S. Rogers; also, to the Natural History Cabinet forming in Rhode Island Hall. Governor Padeelford followed, and then Dr. Robinson was introduced, receiving three cheers as the graduates' welcome. A brief, stirring speech he gave, convincing all that he is the right man in the right place. A number of others followed, including Hon. Benjamin Hobart, of the class of 1894, one of the two oldest graduates living. But the most striking address, perhaps, was that of Hon. Benj. F. Thurston, of Providence, who advocated selling the estate now occupied by the University, and removing to some location adjacent to the city. His reason for this is a belief that the removal might be made, and new and more modern buildings erected, at an expense equal to about half the amount which would be realized by the sale of the lands, and that the remainder would place the University on a firm financial basis, independent of patronage. He read a letter from Hon. William Sprague, offering ten acres of land to the University, on condition of its removal thereto. The propositions of Messrs. Sprague and Thurston excited much attention, but graduates were not agreed as to the desirability of the change.

The signs of the times are favorable for Brown. She is in able hands. Her President and Faculty are men abreast of the age. She is destined to exert a powerful, ever-widening influence for good upon the young men, who will soon direct public opinion among us. May she in the future, still more than in the past, exert an elevating power upon the educational men and institutions of our native state—Rhode Island.

H.

We are pleased to notice the increasing popularity and more extended use of the furniture and school apparatus made by Thurston & Co., our Rhode Island manufacturers of school furniture. They have succeeded in making an unusually firm and steady desk, by the use of their well designed patterns, while their handsome and convenient teachers' desks give full satisfaction to those, who, in the city of Providence and elsewhere, are using them. We believe in patronizing home institutions, and we wish every old-fashioned, uncomfortable bench, and antiquated piece of

school furniture in the State might be replaced by their modern and serviceable desks, and well made articles for school use. A visit to their establishment on Fulton street will well repay school officers and teachers when in Providence.

THE COMMITTEE ON EDUCATION of the Providence City Council, consists of Alderman Sharpe, and Councilmen Van Slyck, Potter, Place and Guild.

PROVIDENCE TEACHERS' ASSOCIATION.—At a spirited meeting, held June 5th, "The Teacher's Relation to the Moral Character of the Pupil," was ably discussed by Misses Latham, Doyle and Jackson, and Messrs. Hall, Stockwell, and Mowry. It seemed to be generally conceded that all needed moral instruction could be given without crossing the pathway of any sect; that emulation, and the marking system, and ranking of scholars was desirable, and that much could be done in promoting good morals by directing the pupil's reading. The following is a list of the officers elected for the ensuing year: President, Miss Sarah Dean; Vice President, Levi W. Russell; Secretary, Miss C. J. Lewis; Executive Committee, J. Milton Hall, Miss E. J. Chase, Miss S. E. Doyle, Miss Annie F. Brown, Miss Lillian Willoughby.

THE PROVIDENCE SCHOOL COMMITTEE, at the meeting July 8d, confirmed the appointments of several teachers, increased the salary of the Principal of Eddy Street Grammar School from \$800 to \$1,500 per annum; of the assistants in Grammar Schools, (first grade,) from \$700 to \$725 each; and of the principal teacher of music from \$700 to \$800; received reports from the superintendent and sub-committees; voted to ask the City Council to establish an Intermediate School on Meser street, and to appropriate one thousand dollars for the purpose of establishing Vacation Schools, and also to lease the Temperance Hall and adjoining grounds on Eddy Street for school purposes, and to place Grammar desks in the School House on Square Street. Messrs. E. M. Stone, C. F. Phillips, and S. H. Webb were appointed a Committee on Vacation Schools.

FEDERAL STREET GRAMMAR SCHOOL.—The close of the summer term of the Federal Street Grammar School, was made the occasion of the presentation of a fine portrait of Mr. Albert A. Gamwell, late teacher of the school, and of memorial services in honor of the memory of that distinguished teacher, the portrait being presented to the school by the former and present teachers and pupils of that school. Mr. George T. Paine, a former pupil of Mr. Gamwell, presented the portrait in behalf of the pupils and teachers, and made an eloquent, feeling, eulogistic and biographical address, speaking in the highest terms of his venerated and esteemed teacher, whose portrait was now hanging on the wall before them.

Mr. Curry, for the Committee, accepted the portrait as the gift of the teachers and scholars, and as a sacred testimonial of their noble teacher.

Brief and appropriate addresses were also made by Messrs. Reuben A. Guild, Merrick Lyon, Freeborn Coggeshall, H. V. A. Joslin, Charles A. Nichols, and H. H. Burrington, of the School Committee.

HIGH SCHOOL EXHIBITION.—The exercises of the graduating class of this year were, as usual, of a high character, creditable both to the graduates and the school. The graduates from the girls' department numbered, 83; from the Boys' English, 5; and from the Boys' Classical, 11.

Mr. L. W. Russell, Principal of Bridgham school, was surprised at his home, a few evenings since, and presented by the class recently graduated from his room,

with a group of Rogers' figures, known as "Rip Van Winkle at Home," as a token of their regard. Mr. Russell's earnest labors in his chosen profession, and his genial bearing, have gained for him from his pupils and associates, both respect and love. Such teachers are too rare, and long may the State and city profit by his service.

BURRILLVILLE.—In this town the following persons were elected School Committee: Charles L. Steere, James S. Cook and Dr. Bullock. Rev. M. Phillips was reelected Superintendent of Public Schools.

The town voted to raise \$3,500 for support of schools. This is an increase of \$500 over the appropriation made last year.

A teachers' meeting was held in Harrisville, June 15, commencing at two o'clock, p. m. An able essay was read by Miss Abble M. White, teacher of the Grammar School at Laurel Ridge, on "The Practical Character of True Education." Familiar remarks and discussions on topics connected with school matters, participated in by the School Committee, the Superintendent, and the teachers, made the occasion one of interest and profit to all present. The next meeting of the Teachers' Association will be held in Pascoag, on the afternoon and evening of the third Friday in September.

CRANSTON.—The town and town council failing to elect a School Committee, the old board holds over another year, constituted as follows: William Elsbree, William H. Dyer, and J. W. Bullock.

WARWICK.—The School Committee have organized by electing Ira O. Seamans, Chairman and Superintendent, and Dwight R. Adams, Clerk, Rev. O. P. Fuller declining to serve this year as Superintendent. Resolutions were passed, favoring the holding of local Teachers' Institutes in different places, of two days duration.

NORTH PROVIDENCE.—The School Committee comprise the following named gentlemen: Henry Armington, Chairman; Andrew Jencks, Clerk and Superintendent; George E. Newell and William R. Sayles, who, with the Superintendent, are a Committee on Qualifications; Herbert E. Dodge, H. W. Wright, Franklin A. Steere, George W. Angell, John Morris and John D. Frost. By vote of the town, at a recent meeting, the control of the schools, including the employing of teachers, was delegated to the School Committee.

PAWTUCKET appropriates \$15,000 for public schools.

LINCOLN.—The following gentlemen are elected School Committee: George A. Kent, Chairman, Henry H. Jencks, Lysander Flagg, Superintendent.

CUMBERLAND.—The following gentlemen are elected School Committee: Addison Kinsman, Horace A. Follett, Alonzo Whipple, Frederick C. Newell, Eliab D. Whipple, and \$5,000 is appropriated for public schools.

RICHMOND.—The following named officers are elected School Committee: C. T. Cottrell, William C. Gardner, A. B. Moore. Superintendent of Public Schools: Gilbert Tillinghast; salary, \$100.

WOONSOCKET.—At the recent town meeting, the Committee heretofore chosen to take into consideration the subject of abolishing the several school districts and placing the schools under the management of a general School Committee, reported unanimously in favor of such a change. The matter brought out a good deal of

discussion, taking up most of the time in the forenoon, but their recommendation was adopted by the meeting, and a Committee to secure the legal proceedings necessary in the matter was chosen.

The town appropriated \$7,000 for public schools, and elected the following gentlemen School Committee: Rev. Charles J. White, Superintendent; salary, \$200; N. T. Verry, Thomas Steere, S. N. Mason, A. A. Smith, H. M. Grout, and M. P. Roberts.

COVENTRY.—This town appropriates \$2,500 for public schools, and elects the following named gentlemen School Committee: George G. Wilbur, Ezra K. Parker, Joseph Tillinghast.

WESTERLY.—The newly elected School Committee are as follows: David Smith, Samuel H. Cross, O. H. Kile.

NORTH SMITHFIELD appropriates \$3,000 for public schools, for the ensuing year.

BOSTON.—*The Boston Public School Festival* for 1872, was held July 3, in Music Hall, which was profusely decorated for the occasion. On all sides were flags and streamers, and every where were plants and flowers. Appropriate mottoes were displayed in various positions, and the hall with the thirteen hundred neatly dressed school lads and beautiful school girls was a most pleasing and brilliant sight. The stage was occupied by the prominent educators and clergy of Boston and vicinity, and after the invocation of the Divine blessing and a few brief and interesting speeches, all of the assembled pupils marched in procession across the stage and each received from Mayor Gaston a floral tribute. Then the children carried out the rest of the festival sports in the banquet hall of Bumstead, and then followed the customary dancing.

BY THE WILL OF THE LATE WILLIAM S. ROGERS, of Boston, Brown University receives \$50,000, to found a professorship of Chemistry, to be called the Newport Rogers professorship. The city of Newport, under certain conditions, receives \$100,000 for the High School, \$10,000 of which is to be used in erecting a building, so constructed as to satisfy Rev. Thatcher Thayer, of Newport, and William Minot, of Boston. The Redwood Library receives \$4,000.

MORE THAN EIGHTY COLLEGES held their commencements in the last week of June.

THE COLLEGE OF THE CITY OF NEW YORK received \$25,000 from Controller GREEN a few days since.

EIGHT LEADING COLLEGES have already decided to send crews to contend at the great college regatta at Springfield, Mass., on the 28d of July, as follows: Bowdoin, Amherst Agricultural, Amherst College, Williams, Cornell University, Brown, Yale and Harvard.

WOMEN are now admitted to fifty American colleges.

GEORGETOWN COLLEGE has recently conferred upon Judge Strong, of the United States Supreme Court, and Senator Casserly, of California, the degree of LL. D.

TRINITY COLLEGE.—Commencement Day at Trinity College occurred on the eleventh of July. Anglo-Saxon is to be added to the list of studies; the necessary books having arrived.

THE UNIVERSITY OF NEW YORK has conferred the degree of Master of Arts on Whitelaw Reid, of the *Tribune*.

CORNELL UNIVERSITY.—On June 27th, the exercises of the fourth annual Commencement took place. Degrees were conferred upon sixty-eight candidates, the remaining ten members of the class failing to pass. Numerous prizes were distributed, but no honorary degrees were conferred. President White's reception in the evening was largely attended. The Woodford medal, one of the chief honors of the University, was awarded to A. L. Rader, who served during the late war in the Confederate army.

HAMILTON COLLEGE graduates this year, a class of thirty-five members. The honorary degree of LL. D. was conferred on Senator D. D. Pratt, of Indiana.

PUBLISHER'S DEPARTMENT.

We trust our friends will not forget the *SCHOOLMASTER* during these vacation days. But on the other hand may we not look for an increased effort to extend the circulation, and thus increase the power and influence of our State journal. A slight exertion on the part of *all* will produce a great movement throughout the State. Let us hear from you, fellow teachers!

We desire once more to call the attention of our teachers to "*The School Festival*." It will be found of the greatest value in almost every grade of school, and by clubbing with the *SCHOOLMASTER* it may be obtained at a merely nominal price. We will send the *Festival* with *SCHOOLMASTER* to new subscribers for one year for \$1.75. To all old subscribers we will send the *Festival* one year for 40 cents.

Those in want of good text-books in Mathematics for the Fall Schools are invited to examine Messrs. Thompson, Bigelow & Brown's advertisement on first page of advertisements following the reading matter.

A Good Thing in History! What is it? Look at Claxton, Remsen & Heffelfinger's advertisement at the end of this number and see.

Where are the members of the Rhode Island Institute of Instruction? We are waiting to receive their subscriptions for the balance of this year.

OUR BOOK TABLE.

AN ELEMENTARY MANUAL OF CHEMISTRY. Abridged from Eliot and Storer's Manual, with the coöperation of the authors, by William Ripley Nichols, Assistant Professor of General Chemistry in the Massachusetts Institute of Technology. New York: Ivison, Blakeman, Taylor & Co. 1872.

This abridgment claims to be a more comprehensive manual than the original one, yet shorter and easier. This is true, inasmuch as the larger work only embraces organic chemistry, while this comprehends the principal facts and theories treated of under the name of inorganic chemistry. As this latter branch has been appropriately called the "Chemistry of Carbon Compounds," we think Professor Nichols has properly chosen its place in his work in connection with the other compounds of Carbon. As in all the recent and best text-books upon chemistry, the new nomenclature is adopted; this being so much more in accordance with the latest

researches in this science it must inevitably supplant the old method in the practical analyses made for business purposes, as it has already done in the laboratory. It is almost always difficult for a pupil to comprehend the laws that govern the reactions of chemical bodies. The principles that underlie these combinations Professor Nichols judiciously introduces by degrees, so that the pupil is not repelled by pages of uninteresting explanations. The metrical system of weights and measures is adopted. We do not question its superiority to our present system; but we do not approve of the author's introduction of it into every experiment. It certainly is not necessary when water is distilled that the retort shall be of 500 c. c. capacity, the water 200 c. c. and the receiver a half litre one. All the directions respecting the quantity of substances to be used and the size of the vessels ought to be in an appendix where they would be available for those pupils whose schools have laboratories for their use. On the whole we consider this work an excellent text-book.

G. E. D.

J. L. HAMMETT'S ILLUSTRATED CATALOGUE OF SCHOOL MERCHANDISE FOR 1872-3 is before us. It represents a variety of the most desirable styles of School Furniture, a very complete assortment of Globes and Outline Maps, together with about all the necessary fixings for school-rooms, embracing every department from the Infant and Kindergarten schools to the college. The information it gives is worth to any teacher or school officer many times the price at which it is furnished, and parties ordering any goods of Mr. Hammett can rely on reasonable prices and honorable treatment. Our advice is, send ten cents at once and get a Catalogue. Address J. L. Hammett, 37 and 39 Brattle st., Boston.

OUR EXCHANGES.

THE NURSERY still maintains the inimitable position as *the* child's magazine of the country. Each number is a treasure in itself, and affords an infinite fund of instruction and amusement for the little folks.

HEARTH AND HOME still wins for itself golden opinions. Once established in a home it can hardly be displaced.

OLIVER OPTIC'S MAGAZINE for July contains six illustrated articles, several short stories and poems and a spicy dialogue by Addie Trafton, author of "American Girl Abroad." It is an unusually rich and attractive number.

The July OVERLAND presents a rare bill of fare for a hot season. Biography, history, fiction, and poetry all contribute of their treasure. Just the number to take with you on your vacation trip.

The current issue of LIPPINCOTT'S MAGAZINE, which forms the opening number of a new volume, contains a large number of very interesting contributions. The entire contents are of more than ordinary interest and value.

A new Novel by James De Mille, whose "American Baron" and "Dodge Family" have been so popular, has just been commenced in APPLETON'S JOURNAL. It is entitled "An Open Question," and is pronounced, for variety of character, for intricacy of plot, and for profusion of dramatic situations and startling incident, superior to anything he has yet written. The first chapters will be found in APPLETON'S JOURNAL, No. 171, of the date of July 6th. It will be continued for several months, each number illustrated.

The Rhode Island Schoolmaster.

AUGUST, 1872.

VOLUME XVIII.

T. W. BICKNELL, Editor.

NUMBER VIII.

BOOKS AND BOOK KNOWLEDGE.*

BY MISS N. O. WENTWORTH.

"Much study is a weariness to the flesh and of the making many books there is no end," said King Solomon, the wise man, of whom it is recorded that "he spake three thousand proverbs, and his songs were a thousand and five." Yet in those ancient days the making of books was a laborious process. The art of printing had not been invented, and thousands of steam engines were not, as now, hourly pouring forth a stream of literature, which threatened a deluge more baneful in its effects than the flood of old, since from that, eight persons escaped unscathed; while in this age where shall be found the ark of safety into which one soul may flee to avoid moral and intellectual death? For the books of the present day are not like those of King Solomon, all proverbs and songs, not all instructive, not all even harmlessly amusing, but are many of them recitals of crime exalted into heroic deeds, recitals of condemned criminals rising into the dignity of martyrs, or of recitals of burglary, arson and murder, considered as science and depicted in such glowing colors that one feels a fascination for the slung-shot, the jimmy, the torch, and the pistol. Volumes are written also, into which dishonesty, profaneness, gaming, intemperance and other immoralities are so

*Read at a Social Gathering of the Evening School, Westerly, R. I. 1871.

lightly treated as to appear almost like social virtues instead of social vices. A Satanic book was the verdict once pronounced upon a certain romance, and surely it was no unjust judgment. Anger, jealousy, revenge, hatred, and even love, were so intense in their manifestation that they seemed to partake more of the nature of a demon than of a God. Fox's Book of Martyrs, the Bible, and Watts' Psalms are traditional occupants of olden-time book shelves, now supplemented with a heterogeneous mass of novels, plays, travels, romances, poems, fairy tales, biographies and even autobiographies. In this day of labor-saving machines, poets do not purchase their laurels, as they formerly did their court plaster at a shilling a leaf, neither are the pen and the press, as yet, supplanted by mills that take thought in the raw material, grind it into the finest qualities of composition and turn out intellectual grists to ambitious expectants, but half the labor of thinking is saved by the use of the numerous guides, aids and helps that are constantly being brought before the public. We have guides to wealth, guides to health and last but not least we have guides to matrimony. Even our Almanacs, once entirely devoted to the interests of celestial bodies, now condescend to treat of bodies terrestrial and become guides to health, in setting forth "the ills to which flesh is heir," and in boasting of the wonderful effects produced by the use of Dr Cure-all's Catholeisticum or Catnipiana. The Press teems with analytical and exegetical works upon the Bible, so that every one has his theology bound to his hand, and the study of the Scriptures is no longer a weariness to the flesh. Sunday school teachers find their work neatly done in monthly instalments, and pupils of day-schools are at no loss for the solving of a difficult problem, the analysis of an intricate sentence, or the rendering of a French or a German fable, since keys are to be found upon the booksellers' shelves side by side with their Arithmetics, their Grammars and their Readers. The reverence which once exalted the clergyman, the mystery which enshrouded the physician, and the awe which environed the lawyer, are things of the past, for with the aid of theological, medical and law journals is not every man his own commentator, his own doctor and his own pettifogger? In truth, metaphysics, pharmaceutics and jurisprudence have become so much the property of the masses that men are continually found

disputing with the doctors not only in the temple of Science, but at their own fireside and even at the very corners of the streets. So anxious is man to throw back upon his Maker the prophetic curse, "In the sweat of thy brow shalt thou eat thy bread" that books devoted to money-making without the labor show of accumulation, find willing publishers and ready buyers. Advertising, formerly confined to newspapers, has, in these latter days, aspired to the dignity of bound volumes, and even condescends to be associated in alternate pages with fact or fiction. "Every man thinks his own geese swans," hence it is not surprising that the compilers of school books should desire to have their latest editions in the hands of pupils, but to parents it is a serious inconvenience, to say nothing of expense when every new teacher demands a different series of Readers and Arithmetics, not on account of superior merit but from some real or fancied partiality for a particular author or publisher. Our Sunday School libraries are filled with books, in which tender love stories are so deftly interwoven with the teachings of the Catechism that all the charm of a romance is felt in their perusal; exerting, however, no worse influence than neighboring volumes, which relate such wonderful tales of deceased children, that one can not be surprised at the little boy, who, on being asked if he did not wish to be good, promptly responded—"No! not I, all the good children die." An interesting set of books, entitled Patent Office Reports, annually issues from the press, which under, the sanction of the odious "Franking privilege," lumbers up our mail bags free of postage to be gratuitously distributed by our Congressmen to people who never read them, but who are obliged to pay six cents per ounce for the transmission of their own letters of business or of friendship. Books of travel that possess all the fascination of fairy tales, transport us as with a magic wand to countries and climes which we may never hope to see, become the "open sesames" to the gates of walled cities and expose to our view the Herculaneums and the Pompeiis of former days. 'Midst the fervid heats of July, cooling breezes are wafted to us in the perusal of Kane, Hays, and Knox, and the severity of mid-winter may be sensibly mitigated in imagination, at least, by a sail up the Nile with Bayard Taylor, or an hour's ramble with Livingstone, or other equatorial explorers. Since there is nothing new

under the sun, it follows that midst such a multiplicity of books, there must be some literary fraud, some borrowing of ideas from one's self if not from others. "Many steal a thought, and clip it round the edge then challenge him whose 'twas to swear to it." while others reproduce themselves. James' solitary horseman, and Mrs. Southworth's crabbed old man with a harum-scarum ward or daughter, are familiar examples of this reproduction. Dickens has been accused of this fault while Dumas, the late celebrated French author, is said to have stolen a great deal from writers both living and dead under the comfortable excuse that men of genius like himself and Shakspeare do not rob but conquer. It is also stated that seventy-four assistants are jointly entitled to the paternity of plays or novels that pass under the magic name of Dumas. Many books there are which, like Hodge's razors, were made only to sell, and those who buy them find themselves as effectually sold as are the volumes in question. The author of one of these literary impositions must have been describing the fate of such works when he penned the following lines. "They may sail up the winding maze to their original existence and by thwarting their meridian glory may soar on and on through the progressive flight of rapture to that vast luminary of light, whose beams are obscured from our opacious world, and at the expiration of this incomprehensible progression, thick darkness will inspire the pit of execration and exclude the hope of any possibility of future emancipation." In this wise age there is nothing hidden that may not be revealed, since we have Morgans not only in the Masonic order but also in similar associations, who having put their hand to the plow, turn back and are ready to expose every furrow to the gaze of a curious public in the form of Manuals, Exposés and Revelations. Our cities formerly a labyrinth of streets and alleys to the uninitiated, are now so plainly marked out by means of diagrams and directories that the wayfaring man need not err therein, while the Heavenly city seen only in a vision by St John, has been viewed in these latter days by people wide awake, who, wresting the keys from St. Peter, the venerable custodian of the city, have at first gently pushed the "gates ajar," then waxing bolder and more impertinent with a ruder touch have pushed these same "gates wide open." For so small a percentage, never before has so much knowledge been

dispensed through the world as at the present time ; even the rocks and stones being made to cry out in exhortation and instruction, curiously commingling patent medicines and scripture quotations, till one is in sympathy with the waggish fellow who connected two adjoining inscriptions with the word "*and*," making them read, "Take Brandreth's Pills," and "Prepare to Die." Book agents of all ages and conditions, as numerous in the land as the locusts in Egypt, haunt one at every corner of the street, and are only equalled in contumacy by the blind and dumb beggar who insolently spits upon your threshold when you refuse to read the narration of his hair-breadth escapes recounted in the book which he presents at your door. The mere perusal of many volumes makes us not scholars but literary gourmands, for all reading is not study, any more than all study is reading. Bacon says, "Read not to contradict and confute, nor to believe, and take for granted, to find talk and discourse but to weigh and consider ; for some books are to be tasted, others to be swallowed, and some few to be chewed and digested." Another writer has said, "Be cautious that the reading of many authors and those of all descriptions does not produce vagueness and instability for he who is every where is nowhere."

The traveller who is always in motion may experience much hospitality but will make no friendships." As the butterfly flits from flower to flower, extracting the sweets of to-day, but laying not up in store for to-morrow, so, many readers flutter over the surface of books in search of an infinite variety, ever reading, ever looking for something new, but never laboring to cherish any thoughts they may have gained. Some men there are, who appear to know nothing but books. Living in an ideal world they seem to have taken leave of the little common sense with which nature has endowed them. Restricting the term education to a mere knowledge of books they are apt to become men of one idea. Such persons neglect the common courtesies of life and forget that human nature is a volume spread out ever before them which always pays careful perusal. A case in point is that of a well-known professor in — College, who though a man of profound scholarship has no knowledge of faces and in his class-room cannot distinguish Smith from Jones or Jones from Jenkins. Consequently when Smith is not prepared for

recitation, his friend Jones rises and recites in his stead, or if neither are prepared, Jenkins' answers to the name of Smith and flies to the rescue, while the learned Professor is in blissful ignorance but that Smith has discharged his duty. The reading of different persons has been variously compared to the sand of an hour-glass which runs in and runs out leaving no vestige behind ; to a mirror which receives images but retains none ; to a sponge which imbibes every thing and returns it in nearly the same state only a little more impure ; and to a filter which allows all that is pure to pass through and retains only the refuse and the dregs.

Pupils of this school ; may your reading be like none of these, but such as shall make you wise both for this world and the world to come ; that when the great reviewer, the Judge of all the earth, shall open the book of life, your names may be found recorded therein.

THE ARTIST OF THE DISTRICT SCHOOL.

A Retrospect.

BY GEO. S. BURLEIGH.

I celebrate for genius cool
The Artist of the District School,
Who improvises every tool.

His pencil is a dainty thing
From pussey's tail and biddy's wing,—
Fur married to a quill by string.

His crayons would delight the learned,—
A willow stick to carbon turned
By free caloric,—namely, *burned* ;

And nodules of calcareous silt
Whereof are Albion's sea-cliffs built,—
That's *chalk* to mark his mother's quilt.

Sketching with these in barn and hall
What liberal frescoes grace the wall,
Pre-Raphael, yea, pre-Adam, all !

Thin shafts — chaste, linear, severe —
Support an aldermanic sphere
Topped with a globe, and Man is here !

A something quadrupedal rears
A frantic tail, with horns or ears
To witness where the head appears;

And genius, scorning false pretence,
With honest text that supplements
Ambiguous art, "A HORSE" presents.

And here a house so vaguely fronts
The road, it shows both ends at once,
With windows cross-eyed for the nonce.

There trees that are just clouds with stout
Foot-stalks, and clouds but trees without,
Shadow the landscape with fine doubt.

Such elephants as never drew
The half-price boy, he draws for you,
In rarer shapes than Barnum knew.

Tigers (or striped zebras) leap
On acres of merino sheep
Three miles below in meadows deep.

But color is the artist's prize,
On color most he glorifies,
Immortal only when he dyes!

With tastes that run to gorgeous scenes,
In bankruptcy of slender means
All juicy stains his palette gleams.

From clustered pigeon-berry's sap
Brief glories of magenta wrap
Whole continents upon his map.

The elder with a deeper red
Dyes all that sea where Pharaoh's dead
Sleep with him in their wet camp-bed.

Sealed with their yellow gum, the tips
Of poplar buds, from whose bruised lips
A waft of pungent odor slips,

Give gown and vest their orient hues,
And over wood-cut skies diffuse
Warm glory, streaked with inky blues.

While the rich cranberry's crimson flow
Lays on the royal sunset's glow
To the broad heavens of indigo.

The berries of the briery field
For robes imperial purple yield,
Rich scarlet roofs, and carts red-wheeled.

Green cones from purple puddles drink;
The farmer's barns are lovely pink,
From salivated carmine ink.

In Webster's painful Spelling Book
What charming landscapes tempt a-crook
The front-seat martyr's weary look.

The milkmaid in a yellow silk
Her red pail pouring sky-blue milk,
Stands all forlornist of that ilk.

"An old man," blackberry dyed and bold,
"Tries," on a boy the blue boughs hold,
"What virtue is in stones" of gold!

A crimson fox, in wanes, red,
Declines the blood-red swa.
Against the flies' green cloud ahead.

But all the room where Squire and drudge,
Frooked Honesty and gownèd Fudge,
With "if and if" the ox case judge,

Is bathed in cranberry,—blushing awe
And reverence for impartial law
Whose rich and poor, one shade must draw.

Young Titian! calmly work thy way;
These ripper years give fairer play;
Thy genius shall have guides to-day!

PRIMARY SCHOOLS SEPARATE.—There are at least three reasons why lower grades may be educated separately.

1st. The younger pupils should have shorter lessons and more frequent recesses than the older. This is out the question when both classes are in the same building.

2nd. Young scholars, upon the same playground with older, are constantly liable to get injured.

3d. Virtué needs all the help we can give her in this world, and it will be readily conceded, that the smaller children, no matter how faithful the oversight of teachers, will be less exposed to vicious influence when kept entirely by themselves.

MUSIC IN OUR SCHOOLS.

BY W. L. GAGE.

It is a good sign of the times that the study of music, is slowly creeping into our schools, and getting recognition by our teachers and school committees. Still the movement in this direction is very timid, halting and feeble. It is so because many of our grown up people are, as a whole, insensible to the advantages of music. They either do not care for it or they secretly despise it. They think it a good enough thing, but they have no heart in the effort to exalt it and give a universal distribution. I find in men, take them as they go, a great apathy on this subject. And I know not how it is to be reached, except by what may be called common sense argument, and appeals based on severely practical grounds. Two or three of these I will try to utter now and here.

The solution how we are, as a nation, to get rid of the nasal quality in our speech, which is at once our badge and our reproach, is found in the introduction of music into our schools. Our educators have asked and asked: How shall we get ourselves clear of this shrill, head-tone, which every man, woman and child, among us has, and win to ourselves the full, resonant chest-tone of the Europeans? Every one knows the music there is in an Englishman's voice, and better still in an English woman's voice. How shall we get it? Not from the teachers of our schools. They cannot impart what they have not. And even if they have it, they do not succeed in giving it out. There was Professor William Russell, who was for years brought into the most intimate relations with our teachers. We all remember his resonant chest-tones. What music there was in them? What a noble thing such a voice seemed to be? But few or none caught the magic charm from him. He found us nasal, he left us nasal, and nasal we are still. Is there a remedy, and if so, what is it, and where is it to be found? It has been discovered at last. It is in and through singing. The cultivation of singing among children, will give, it is proved, a rich, resonant chest-tone — will break the shrill head-tone? will banish the nasal twang, and make our national speech melodious. To do this implies, of course, that the ex-

ercise of singing shall not be crowded into a mere fraction of a school session, but that, like reading and spelling, it be brought into the front, and made honorable. Practical men can understand the advantage of this; men who do not care for music, can see this thing as clearly as the best trained musicians, and we ask them to think of it and to act upon it.

Another point. All children sing. They sing almost as surely as they talk. The want of "ear" may make here and there an exception, but it will be so rarely found that it need not be estimated. Not all adults sing, can sing, or can be taught to sing. Disuse of the vocal chords in childhood, will incapacitate an adult for singing, and his throat will be like a withered arm, beyond recovery for actual use. But all children can be taught to sing. All boys and girls can sing, if it suits them to do so in the way of play. You never saw little boys and girls "beg off," when they want to sing together. In Germany, it has long been considered certain that all children can sing. They do not admit exceptions, except in the case of the dumb. They not only argue from the general frequency of singing among children at play, but from the laws of music, as manifested in human language. Speech itself is but a kind of chant, and the voice always moves in musical intervals. The rising of the pitch a third, a fifth, an octave, i. e., from *do* to *me*, from *do* to *sol*, and from lower *do* to upper *do*, is by no means confined to singing and recitation; it is what we always do under the influence of the slightest excitement, and when we ask questions. Our voices always go up and down following the musical scale, and according to musical intervals. All can sing, therefore; that is, all who can talk and who raise their voice and let it fall, according to the usual laws of speech. And yet we, in this country, assume that a great many children cannot learn to sing, and let them grow up to maturity without this great blessing.

Still another point. It has been recently discovered that all children have a certain instinct, in the matter of musical memory which older people have not. It is something like the memory of the carrier-pigeon and the dog. A class of young children can be trained to remember the pitch of certain fixed tones, such as, C, F sharp, B flat, A, and, indeed, all that we know in music. Remember them, I

mean, from day to day. Remember them, so as to need no pitch-pipe or tuning-fork. Remember them, so that you may call out a class of boys and girls, and say to them, sing G, A sharp, C, D flat, F, or any other tone, and they will sing it as promptly and correctly as they will tell you how much is nine times six, or three times four. This is a new discovery—one of transcending interest and importance. Grown people cannot do this; only children can. And yet with such capabilities we have been content to let them grow up, and then to try to teach a handful to sing, organize a quartette here, train a solo there, get together a small chorus in another place; and all the while let the children go losing those years of their life when nature makes them all singers, and gives them this wonderful memory of musical tones.

I expect to go into our best public schools, ere long, and hear the teacher say, "John, read the next phrase," and John shall stand up, and without taking his pitch from anything but his memory, shall "read," in the musical sense, i. e., sing an entire passage, however difficult, taking all the sharps and flats, giving the correct expression, and reading it as well as he would a passage from Webster or Channing. This is actually accomplished in the best schools of England and Germany, and there is nothing in it chimerical or impracticable. And when this stage be reached, we shall be in a new era of congregational singing.

PROPER STUDY CONDUCTIVE TO HEALTH AND LONG LIFE.

1. Devotion to intellectual pursuits and to studies, even of the most severe and unremitting character, is not incompatible with extreme longevity, terminated by a serene and unclouded sunset. Dr. Johnson composed his "Dictionary" in seven years! And during that time he wrote also the Prologue to the opening of Drury Lane Theatre, the "Vanity of Human Wishes," the tragedy of "Irene," and the "Rambler"—an almost incomprehensible effort of mind. He lived to the age of seventy-five. When Fontenelle's brilliant career terminated, and he was asked if he felt pain, he replied, "I feel only a difficulty of existing."

2. Mental application is a powerful remedy in diseases both of body and mind ; and its power as a remedy is proportionate to its intensity as a pursuit.

3. The emotions, especially those of a depressing kind, as anxiety, fear, etc., have a remarkable influence in giving a tone to, and in intensifying the morbid effects of excessive mental labor. Yet in some cases, as in that of Cowper, the best and only resource against despair is found in composition.

4. The turmoils of active life do not appear to render intellectual labor more injurious to the system ; possibly here also the influence may be counteracting. Milton, the Secretary to the Commonwealth, in times when men lived years in months,—blind and in domestic discomfort, writing his immortal poems ; John Wesley, persecuted and almost an outcast from his former friends, in "labors abundant," denying himself natural rest and refreshment, yet acting in mind and body with unparalleled energy ; Voltaire, the apostle of infidelity, at war with more than the whole world ;—these and a cloud of others warred with the existing order of things, and remained masters of themselves and their mental powers to a ripe old age.

5. The injurious effects of mental labor are in a great measure due—

To excessive forcing in early youth ;

To sudden or misdirected study ;

To the coöperation of depressing emotions or passions ;

To the neglect of the ordinary rules of hygiene ;

To the neglect of the hints of the body ; or

To the presence of the seeds of disease, degeneration, and decay in the system.

6. The man of healthy phlegmatic or choleric temperament is less likely to be injured by application than one of the sanguine and melancholic type ; yet these latter, with allowance for the original constitution, may be capable of vast efforts.

7. The extended and deep culture of the mind exerts a directly conservative influence upon the body.

Fellow-laborer ! one word to you before we conclude. Fear not to do manfully the work for which your gifts qualify you ; but do it as one who must give an account of both soul and body. Work and

work hard, whilst it is day ; the night cometh soon enough—do not hasten it. Use your faculties, use them to the utmost, but do not abuse them,—make not the mortal do the work of the immortal. The body has its claims ; it is a good servant ; treat it well, and it will do your work ; it knows its own business ; do not attempt to teach or to force it ; attend to its wants and requirements, listen kindly and patiently to its hints, occasionally forestall its necessities by a little indulgence, and your consideration will be repaid with interest. But task it, and pine it, and suffocate it ; make it a slave instead of a servant ; it may not complain much, but, like the weary camel in the desert, it will lie down and die.—*Physicians' Problems, by Charles Elam.*

THE PUBLIC SCHOOL SYSTEM IN AMERICA.

The following succinct statement regarding the American Public School System was originally prepared at the instance of the Japanese Minister at Washington, by Prof. D. C. Gilman, at Yale College. It has since been submitted for revision to many of the leading educators of the country, by whom its phraseology was considerably modified. In its present form it embodies the substantial doctrines upon which all Americans generally agree, however much they may differ regarding minor details, and ought to be in the hands of every teacher and school officer in the land. It is expected that it will be translated into Japanese and circulated among the officials of that empire. The following is the statement :

I.—EDUCATION UNIVERSAL.

The American people maintain in every State a system of education which begins with the infant of the primary school, and goes on to the grammar and high schools. These are called "Public Schools," and are supported chiefly by voluntary taxation, and partly by the income of funds derived from the sale of government lands, or from the gifts of individuals.

II.—PUBLIC SCHOOLS HAVE BEEN TRIED FOR 250 YEARS.

Their estimate of the value of education is based upon an experience of nearly two centuries and a half, from the earliest settlement of New England, when public schools, high schools, and colleges were established in a region which was almost a wilderness. The general principles then recognized are still approved in the older portions of the country, and are adopted in every new State and Territory which enters the Union.

III.—THE WELL KNOWN ADVANTAGES OF EDUCATION.

It is universally conceded that a good system of education fosters virtue, truth, submission to authority, enterprise and thrift, and thereby promotes national prosperity and power; on the other hand, that ignorance tends to laziness, poverty, vice, crime, riot, and consequently to national weakness.

IV.—STATE ACTION INDISPENSABLE.

Universal education cannot be secured without aid from the public authorities; or in other words the State, for its own protection and progress, should see that public schools are established in which at least the rudiments of an education may be acquired by every boy and girl.

V.—THE SCHOOLS ARE FREE, ARE OPEN TO ALL, AND GIVE MORAL, NOT SECTARIAN LESSONS.

The schools thus carried on by the public for the public, are (*a*) free from charges for tuition; (*b*) they are open to children from all classes in society; and (*c*) no attempt is authorised, to teach in them the peculiar doctrines of any religious body, though the Bible is generally read in the schools as the basis of morality; and (*d*) the universal virtues, truth, obedience, industry, reverence, patriotism and unselfishness, are constantly inculcated.

VI.—PRIVATE SCHOOLS ALLOWED AND PROTECTED BY LAW.

While Public Schools are established everywhere, the government allows the largest liberty to Private Schools. Individuals, societies, and churches are free to open schools and receive freely all who will come to them, and in the exercise of this right they are assured of the most sacred protection of the laws.

VII.—SPECIAL SCHOOLS FOR SPECIAL CASES.

Special schools for special cases are often provided, particularly in the large towns ; for example, evening schools, for those who are at work by day ; truant schools, for unruly and irregular children ; normal schools, for training the local teachers ; high schools, for advanced instructions ; drawing schools, for mechanics, and industrial schools for teaching the elements of useful trades.

VIII.—LOCAL RESPONSIBILITY UNDER STATE SUPERVISION.

In school matters as in other public business, the responsibilities are distributed and are brought as much as possible to the people. The Federal Government being a Union of many States, leaves to them the control of public instruction. The several States mark out, each for itself, the general principles to be followed, and exercise a general supervision over the workings of the system ; subordinate districts or towns determine and carry out the details of the system.

IX.—UNIVERSITIES AND COLLEGES ESSENTIAL.

Institutions of the highest class, such as universities, colleges, schools of science, etc., are in a few of the States maintained at public expense ; in most they are supported by endowments, under the direction of private corporations, which are exempted from taxation. Consequently where tuition is charged, the rate is always low. They are regarded as essential to the welfare of the land, and are everywhere protected and encouraged by favorable laws and charters.

The above summary of the American System of Public Instruction has been endorsed by the following gentlemen :—

Noah Porter, D. D., LL. D., President of Yale College.

T. D. Woolsey, D. D., LL. D., Ex-President of Yale College.

Charles W. Elliot, LL. D., President of Harvard University.

James McCosh, D. D., LL. D., President of College of New Jersey.

Asa D. Smith, D. D., LL. D., President of Dartmouth College.

Mark Hopkins, D. D., LL. D., President of Williams College.

J. L. Chamberlain, LL. D., President of Bowdoin College.

S. G. Brown, D. D., LL. D., President of Hamilton College.

W. A. Stearns, D. D., LL. D., President of Amherst College.
Joseph Cummings, D. D., LL. D., President of Wesleyan University.

Abner Jackson, D. D., LL. D., President of Trinity College.

H. D. Kitchell, D. D., President of Middlebury College.

Alexis Caswell, D. D., LL. D., President of Brown University.

M. H. Buckham, President of Vermont University.

A. A. Miner, D. D., President of Tuft's College.

J. T. Champlin, D. D., President of Colby University.

James B. Angell, President of Michigan University.

A. D. White, LL. D., President of Cornell University.

W. H. Campbell, D. D., LL. D., President of Rutgers College.

W. W. Folwell, President of the University of Minnesota.

D. C. Gilman, Professor in Yale College.

Hon. Warren Johnson, Superintendent Public Instruction, Maine.

Hon. J. W. Simonds, Superintendent Public Instruction, New Hampshire.

Hon. J. S. French, Superintendent Public Instruction, Vermont.

Hon. Joseph White, Superintendent Public Instruction, Massachusetts.

Hon. T. W. Bicknell, Superintendent Public Instruction, Rhode Island.

Hon. B. G. Northup, Superintendent Public Instruction, Connecticut.

Hon. A. B. Weaver, Superintendent Public Instruction, New York.

Hon. E. A. Apgar, Superintendent Public Instruction, New Jersey.

Hon. J. P. Wickersham, Superintendent Public Instruction, Pennsylvania.

Hon. Newton Bateman, Superintendent Public School Instruction, Illinois.

Hon. Oramal Hosford, Superintendent Public School Instruction, Michigan.

Hon. Thomas W. Harvey, Superintendent Public Instruction, Ohio.

Hon. E. E. White, Ex-Superintendent Public Instruction, Ohio.

- Hon. M. B. Hopkins, Superintendent Public Instruction, Indiana.
Hon. Samuel Fallows, Superintendent Public Instruction, Wisconsin.
Hon. H. B. Wilson, Superintendent Public Instruction, Minnesota.
Hon. Alonzo Abernethy, Superintendent Public Instruction, Iowa.
Hon. John Monteith, Superintendent Public Instruction, Missouri.
Hon. H. D. McCarty, Superintendent Public Instruction, Kansas.
Hon. M. A. Newell, Superintendent of Public Instruction, Maryland.
Hon. Gustavus J. Orr, Superintendent Public Instruction, Georgia.
Hon. J. D. Philbrick, Superintendent Public Instruction, Boston.
Hon. J. L. Pickard, Superintendent Public Instruction, Chicago.
Hon. Peter Parker, Ex-Minister to China.
Ex-Governor Emory Washburn, Professor in Harvard Law School.
George B. Emerson, LL. D., Boston.
Hon. Henry Wilson, United States Senator.
Hon. J. W. Patterson, United States Senator.
Hon. W. A. Buckingham, United States Senator.
Hon. O. S. Ferry, United States Senator.
Hon. F. T. Frelinghuysen, United States Senator.
Hon. H. L. Dawes, Representative in Congress.
Hon. N. P. Banks, Representative in Congress.
Hon. Marshall Jewell, Governor of Connecticut.
Hon. James E. English, Ex-Governor of Connecticut.
Hon. Joseph R. Hawley, Ex-Governor of Connecticut.
Hon. W. B. Washburn, Governor of Massachusetts.
Hon. Wm. Claflin, Ex-Governor of Massachusetts.
Hon. Henry Barnard, late U. S. Commissioner of Education.
Barnes Sears, D. D., Agent of Peabody Educational Fund.
S. C. Jackson, D. D., Assistant Sec. Massachusetts Board of Education.
Selah B. Treat, D. D., Secretary A. B. C. F. M.
N. G. Clark, D. D., Secretary A. B. C. F. M.
E. W. Gilman, Secretary A. B. S.

AMERICAN PHILOLOGICAL ASSOCIATION.

It is unnecessary to give a detailed account of the doings of this Association, which held its sessions in Providence on the 23d, 24th, 25th of July. The meeting was regarded a very successful one and reflected honor not only upon those who presented papers, but also upon the gentlemen of this city who acted as the Committee of Arrangements. The work of this Association, while indirectly tributary to popular education and promotive of sound learning, is not of a nature to be fully appreciated by all. The most valuable papers often come within the intelligent judgment of only a very few scholars. We shall omit general descriptions and lists of names and titles, and give a few jottings.

According to C. A. Busted, the author of the first paper, the expression, "Such tall trees," is grammatically, because logically, incorrect, and should be changed to "So tall trees." In the discussion which followed, the first expression was maintained to be correct, grammatically, because authorized by good usage and also capable of logical analysis. We are not to condemn the grammar of statements upon evidence furnished by logic when the statements are authorized by good usage.

While the written language of China remains almost as free from change as the petrifications of past geological ages, the spoken dialects of China are subject to the laws of change which modify other languages and mark intellectual progress.

Many words which we have derived from the Indian languages, we apply to other objects than those to which the Indians applied them. Some however retain their original signification, as "pung" a box sleigh, and caucus, a political meeting. The first is derived from an Indian word applied to a sort of sledge. The latter is derived from a word meaning to discuss, or to incite.

Prof. J. H. Trumbull gave the meaning of some Indian names applied to places in Rhode Island. Narragansetts,—the people of the Point,—so called probably from the fact that they at one time made the region near Point Judith, their home. Sowamset,—a place of birch trees. Mount Hope,—English words resembling the Indian, "montup",—the head. Aquedneck,—on the island. Canonicut or

Cannanicut,—long tailed; reference being made to Beaver Tail peninsula. Shawmut,—a great spring. Apponaug,—a roasting place, as the shells left by the Indians testified. Woonsocket,—at the descent, or below the fall. Chepachet,—at the place of the division, or of the fork. Weybosset,—at the place of the passage, or strait, or narrows. Nayatt,—at the point.

Prudence Island bears an English name, and may have been so named because, as described by Roger Williams and others, it resembles in form a pair of spectacles. Block Island was so named from Capt. Block, who discovered it in 1614. Capt. Block was a Dutch skipper on his way to what is now known as New York.

The word "Commencement" as applied to college exercises does not mean the exercises at the beginning of the year, but, according to ancient authorities, refers to the fact that upon that day the graduates and others begin to enjoy their degrees, A. M., A. B., &c.

According to Prof. F. A. Marsh, of Easton, Pa., it is proper to retain the term Anglo-Saxon in denoting the language spoken in England by Germanic tribes previous to the time of the Conquest. Some late writers are disposed to extend the term "English" over all forms of language spoken in England since the invasion of the Germanic tribes.

The Anglo-Saxon language differs from the English: 1. In phonology,—in sounds, and in the characters used to represent sounds. 2. In vocabulary; not merely in words but in modes of formation of words. 3. In inflections; for instance, Anglo-Saxon nouns had five inflections, English nouns have but two. 4. The sentential arrangement of words in Anglo-Saxon is unlike the English. 5. The Anglo-Saxon had greater variety in syntactical structure. The Genetive and the Dative cases are sometimes governed by verbs. 6. The Anglo-Saxon modes of thought differ from the English modes of thought.

WHERE TO LIVE.—Gluttons, in Turkey; beggars, in Hungary; mourners, in Siberia or Wales; confectioners, in Candia; children, in the Crimea; oil speculators in Greece; gamblers, in the Faroe Isles; stumblers in Tripoli.

The exercises opened with prayer by Rev. Dr. Miner, after which Mayor Gaston was introduced to the audience and made the opening remarks. The vocation of those before him, he said, raise them above the pursuits of common life. The purpose of their gathering carried with it its own approval and needed no commendation from him. But representing a city always first in the cause of education, he cordially greeted them and welcomed all to its borders.

Rev. R. C. Waterston, was then introduced, and proceeded with the address of welcome. The Association met here to-day had been in existence fifteen years, and had its meetings all over the country, and the speaker was glad that now it had seen fit to come to New England and the Old Bay State. He welcomed the visitors from nearly every State of the Republic, from Maine to beyond the Rocky Mountains. It has been his privilege to visit most of the States of the Union upon his profession in connection with education, and found that all over the land the cause was cherished even as with us in Massachusetts. In San Francisco he had attended a meeting of the teachers of the State, held morning, noon and evening daily for a week, and had noticed the devotion to the work manifested there, and believing that this spirit extended throughout the country, he felt encouraged in his faith in America and her future greatness. In behalf of the Board of Education in Boston, he extended their welcome to the strangers present. Ten years, the speaker said, had this association gone on its way, before women were admitted to its organization on an equality with men, but now this shameful neglect was over. The first way in which girls were ever admitted to public schools in Boston was to fill the vacant seats during the farming season when the boys were wanted for outdoor work, and now, a century and a half after, he would call attention to the progress made when Boston erected such a magnificent building as this one for girls alone. In regard to the hospitality extended to the guests, he said that the keys of the public moneys were not in his hands, but he hoped the Mayor would see to it, if it had been forgotten by the proper authorities, that proper provision was made in this case.

Rev. Dr. Underwood was next introduced, and commenced his remarks by a humorous allusion to the common idea held by residents of other cities of the Boston man, one who had everything to his

mind; who had a library full of books and wished to buy no more, who was finely clothed, and had plenty of money of his own, and who looked out of his brain as he did from the windows of his granite house, and was, indeed, wholly wrapped up in himself and a contemplation of the vast extent of his own greatness. But the speaker said we were now emerging from such a state, if it had ever existed. Starting with the reforms the young President of our great University had inaugurated, the reform was spreading downward, had already reached our high schools, and would soon reach our grammar schools. The speaker was warmly applauded.

The President, Mr. White, made a few earnest remarks, thanking the Mayor as an officer of the city for the cordial welcome extended to the Association. It had been the custom of some Presidents of the Association to deliver a set speech on such an occasion as this, but last year this had been broken through, and he would follow the precedent. The first great question in this country to-day was, "How shall we make public education universal;" and the speaker invited all who had plans to further this end to send them in, that they might be compared, and if practicable acted upon. Another great question was the education of women. In conclusion he thanked the Association for the signal honor given him by the invitation to preside over its deliberations, and hoped he should be able to perform the work to the satisfaction of those who reposed the trust in him.

After the appointment of Mr. E. B. Frost of Illinois as assistant Secretary, and Messrs. Chauncy R. Stultz of Ohio and R. Woodbury of Maine as assistant treasurers, the general meeting adjourned until evening.

EVENING SESSION.

The association reassembled at eight P. M. in the Lowell Institute. The Rev. A. D. Mayo of Cincinnati read an essay on "Methods of Moral Instruction in Public Schools." He said that we have fallen in the era of methods in public instruction, and now we approach the era of methods in moral culture. We must first rid ourselves of a huge drift of error in regard to the province of our common public schools. The purpose of our schools is not to make either scholars or saints, and for that purpose we have no right to appropriate a dol-

lar of the people's money. The province of these schools is to make good American citizens, and make them become such men and women as the republic can trust in the future. The morality to be inculcated is that of the Christian religion. Less than this we cannot do; more than this we have no right to do. We cannot teach a Chinese or heathen standard of morality, neither can we teach the vague standards of materialism. Every method pre-supposes a living soul at the very centre of operation, without which the school is a mere machine. But is this side of the question not falling into insignificance? In the inculcation of practical methods he feared that the former had been neglected. But no one can become a fit teacher of children unless the teacher maintains a high Christian standard. This rage for intellectual culture is becoming the Moloch of our American schools. The teaching of young children is now almost entirely in the hands of young women, and the tendency is to advance women in the work. He thought that it could not be in better hands. The new methods of teaching open a way for the most successful moral instruction, but it is the constant peril that they become utterly powerless in the hands of a teacher who has no moral preception. Our new method of object and oral training is still on trial. Unless we place in our school rooms a class of teachers filled with a high moral purpose, the children will be dragged down to become common earth-worms. Our young women teachers especially need higher moral ideas. He had noticed that boys in higher grades frequently complained of injustice on the part of their female teachers, and he thought something of this might be due to overwork, but he thought it was chiefly to be attributed to the need of a higher moral purpose. The common school is the place where the child should be taught the great lessons of morality in public life, for morality and patriotism are inseparable in a land like ours. Our teachers are too often so highly wrought in æsthetic and literary culture that they go into our schools with an utter ignorance, and almost an utter contempt for our common American life; very charming, no doubt, as ornaments of wealthy homes, but utterly unfit to mould our boys into well-rounded American citizens. Mr. Mayor then defended the use of the Bible in the public schools, which he said was the great bulwark of morality in the schools. No American citizens, he said, have the right to insist that

the Bible shall not be kept in the schools as the text-book of morality. The imperative need of our schools to-day is some method of common sense moral supervision. Here is a region where the wisest men would be far less than women. There are dangers connected with the co-education of the sexes in the common schools that cannot be overlooked, and many of our schools are moral pest-houses. Every principal of our great common schools will tell us that such schools need increasing vigilance. It may be, he said, that this is all vague and indefinite, but the subject is one of the greatest importance. In the hands of his hearers he would leave the care of this tree of knowledge, whose leaves should be for the healing of the nations.

Dr. Gregory of the Illinois Industrial University was introduced. He said that our schools were designed not only to educate the children intellectually, but morally, and the expenditure for their support could not be justified if we took away that which makes the children grow up into good citizens. We cannot send a child's intellect to school and keep his moral nature at home. The highest intellectual culture cannot be attained unless there is a moral nature which will furnish the necessary incentives. The safety of the republic and of humanity itself depended upon the moral instruction of our public schools. The Hon. Joseph White, the secretary of the board of education of Massachusetts, said that Mr. Mayo had to-night given us the truth in eloquent words and more eloquent spirit, and he thought that with such examples inspiring our teachers, the republic is safe. His creed was a brief one and not of his own originating, but derived from reading the words of one of our best friends of education, now gone to his final rest—Josiah Quincy—who said, "There can be no freedom without morality, no morality without religion, and no religion without the Bible," and so, he said, give us the Bible.

At the close of Mr. White's remarks, the meeting adjourned to meet at 10 o'clock Wednesday morning.

DEPARTMENT MEETINGS.

The afternoon was occupied by meetings of the four departments into which the association is divided: Elementary, normal, superintendence, and higher instruction. The spacious rooms of the girls' high and normal school afforded accommodations for all the meetings, reports of which follow:—

ELEMENTARY DEPARTMENT.

In the elementary department the exercises opened with some pleasant remarks by the president, Miss D. A. Lathrop, of Cincinnati, Ohio, who said that they had come to Boston to learn the latest educational fashions, and expressed the hope that much benefit would be derived from the discussions of the three days. In the absence of the regular secretary, Mr. W. P. Hesten of St. Louis was chosen to act in his place.

Mr. N. A. Calkins, the assistant superintendent of schools of New York city, then read an able paper on "Object Teaching." He said: Those who arrange the plans for the education of the minds of children need to have the clearest preception of their natural tendencies and proclivities. We cannot add a new faculty to the mind, but we can surround it with new influences which will be of incalculable benefit. Some methods of teaching are unlike those which nature presents, and the habits of observation are retarded instead of developed. Children want to see with their own eyes whatever is around them, but in school-rooms the real things are kept out of sight while they are told to learn what others know about them. No wonder that pupils hail with unbounded joy the holidays when they are allowed to roam the fields and woods, and learn nature's lessons first hand. He contrasted the methods of instruction in the Kindergarten school with the system of the ordinary primary schools. The true office of object-teaching is to prepare pupils for the study of text-books. He understood the use of object-teaching to prepare the pupil for studying by observation through the study of objects, books and by oral instruction. In conclusion he briefly stated the proper methods of object-teaching. Objective instruction can most readily open the gates of science. To know is a great attainment; to know how to do is a high art. The first comprises knowledge; the second, the ability to use it. To secure the great attainment is the first duty of every teacher; to master the high arts is of equal importance; it makes the first valuable and insures success in its use. Doing the same thing may be both easy and difficult—easy when done in the right way, difficult when done in the wrong way. Let teachers remember their first duty in regard to methods of instruction; to know which ones are in harmony with nature; also to take due care in so attending to the second as to master the high art of using these methods in the best manner, and a crown of success shall be their reward.

[To be continued in September number.]

EDUCATIONAL INTELLIGENCE.

STATE NORMAL SCHOOL.—The Fall Term opens Tuesday Sept. 3. Candidates for admission will present themselves at that time for examination.

NATIONAL EDUCATIONAL CONVENTION AT BOSTON.—A report of these meetings will be found in the present number of *THE SCHOOLMASTER*.

VACATION SCHOOLS.—Six Vacation Schools "have been opened in Providence in different parts of the city. They are very efficiently managed by a Sub-Committee of the School Board, Revs. E. M. Stone and S. H. Webb and Charles F. Phillips, and are apparently meeting with greater success than ever before, and are eminently serviceable to the "Stay-at-home" parents and pupils. These schools are designed for the benefit of a large class of children who remain in the city during the long vacation, and whose parents are glad of such places of refuge for them from the dangers and temptations of the street. The arrangement gives nearly two weeks after the close of the school year for recreation, by which time the little folks get pretty well "played out," and one week for free enjoyment before the opening of the fall term. The exercises are so arranged as to make them both attractive and instructive and we hope these schools will become a permanent feature in our city school system.

NORTH PROVIDENCE.—The former pupils of Mr. Jencks Mowry, are to hold a grand Re-union at his new School house at Mt. Pleasant on September 25th. As Mr. Mowry has been a prominent teacher in this State for nearly forty years, and has the happy faculty of retaining a personal hold on the heart of every one of his pupils, who can now probably be counted by thousands, it will beyond doubt be a great success. Several of the leading business men of Rhode Island have been his pupils. Every pupil of Mr. Mowry who reads these lines is requested to send his name and Post Office address to George H. Armington, Providence, R. I.

WOONSOCKET.—Rev. Chas. J. White, Superintendent of Schools, has taken a trip to Saratoga and Canada, for a short vacation, hoping to improve his health which has become seriously impaired by long continued and arduous labor in his Profession. We hope that he will return with fully renewed health and strength for his labors in the educational field alone will necessarily be manifold and wearisome. Woonsocket should have as good schools as any town in New England and undoubtedly will.

GLOUCESTER.—We congratulate this town on the election of a *new* Superintendent. We say new although Mr. Thomas Irons the gentlemen referred to is not wanting in experience in this direction. It will require the most earnest efforts of Mr. Irons supplemented by the cordial and full support of the Committee to place this town in a creditable position among the towns of the State in Educational matters. Still it can be done if the School Committee and citizens will heartily approve and support the measures Mr. Irons recommends, as he will bring to his task, intelligence, experience, and an honest purpose to do the best he can for the town. This town can not afford to trifle any more with its school matters.

We hear that Alexander Duncan, Esq., our former fellow citizen now residing in London, decided to celebrate the last Fourth of July by a generous subscription of ten thousand dollars, for Mrs. Duncan and himself, in aid of the Providence Free Library. This subscription secures the organization of the corporation, and, we trust, the inauguration of the enterprise.—*Providence Journal*.

EXETER.—We are pleased to notice that our young friend Willett H. Arnold is Superintendent of Schools in this town. He will, we are confident, infuse life and enthusiasm into the schools, and with the counsel of his more experienced associates on the Committee, do a most excellent work for the educational welfare of the town.

JOHNSTON.—Several of the school houses of this town, have during the past year been thoroughly repaired, and refurnished, some being supplied with the handsome modern desks and blackboards of Thurston's manufacture. The wonderful results achieved in the town are due to the facts, 1st, That a most zealous and efficient Superintendent has been secured, by the continued election of Mr. W. A. Phillips and 2nd, That the Committee allow him to fully develop and carry out his plans without any petty interferences. Should this policy be maintained, it will not be long before Johnston will rank as one of the first towns in the State in Educational matters.

EAST PROVIDENCE.—A new school house for the accommodation of a grammar school is soon to be erected at the village of East Providence, about the centre of the town. This school will be located in the midst of one of the most intelligent and public spirited communities in the town, and if a good teacher be secured and retained cannot fail to become an honor to the town, and a blessing to her people.

AT WATCHMOKET, the select school, Miss Anna E. J. Rice, Principal, is meeting with deserved success.

The school is held in a very fine suite of rooms in Chedell Block, and the furnishings are ample, modern and of the best quality. The school will begin its second term in September and judging from the past will be amply patronized and well sustained. We are glad that if public enterprise cannot sustain a good school at the "Point" private enterprise will. We wish the best of success to every good school.

TIVERTON.—Mrs. E. T. Lawton has been chosen Superintendent of Schools for this town. A new school house is to be erected near the Stone Bridge, in District No. 3, after plans recommended by the Commissioner of Public Schools. It is to be located on a lot containing half an acre of land, on the road leading from Fall River to Little Compton. The sum of \$3,000 has been voted for the purpose. The contract for the building has been awarded, and the work will soon commence. The School Committee have condemned the school house in District No. 10, (Crandall).

WARWICK.—Mr. Ira O. Seamans, the zealous Superintendent of Schools in this town has devised a most excellent plan for improving the attendance of pupils and gaining the co-operation of parents in the successful management of the schools. He furnishes to each teacher copies of the following blank on note sheets, and requires them to fill out and send one to the parent of each pupil who is absent from school without excuse:—

School District No. —, Warwick, R. I.

Teacher's Desk, — 187

— was — without a written excuse for the same, and without being excused by the teacher.

It is very important that he should be in his seat promptly every half-day at the opening of the school. I am earnestly trying to secure prompt and regular attendance, and hope for the hearty co-operation of parents.

Respectfully yours.

Sufficient room is left on each sheet for such special messages as may be pertinent to the case. There is opportunity for great improvement in the matter of "attendance," and we hope the teachers will do their part towards the successful issue of this measure.

CHARLESTOWN.—The School Committee comprise the following gentlemen: Millen S. Greene, Superintendent, Dr. A. A. Saunders, B. F. Greenman.

WORCESTER COUNTY FREE INSTITUTE OF INDUSTRIAL SCIENCE.—The second Commencement of this young but prosperous institution passed off in a manner eminently satisfactory to its friends and well-wishers. This school was established through the liberality of a few wealthy, public spirited gentlemen of Worcester county, who believed that boys should have a good education, based on the mathematics and the physical sciences, and that they should know enough of some art or trade to enable them to earn a living when they graduate from school. Manual labor in the school goes under the name of "Practice." It is subjected to three conditions: First, that it shall be a necessary part of every week's work; secondly, that it shall be judiciously distributed; and, thirdly, that the students shall not expect or receive any immediate pecuniary return for it.

At the middle of the first year every student chooses some department, under the advice of the instructors, and devotes ten hours a week and the whole of the month of July to practice in that department until his graduation—that is for two and a half years. Boys who choose architecture, work out problems; those who select chemistry, work in the laboratory; the civil engineers, at field work or problems in construction; the mechanics in the shop; and the designers at problems in design. A full quota of skilled workmen are constantly employed, so that, *as a shop*, it is completely independent of the students. When they enter it they immediately set about doing what the workmen have been doing, and these in their turn either act as instructors or work where they are most needed. Thus theory and practice are made to accompany and supplement each other. Under the charge of Professor Charles O. Thompson as Principal, the career of the school thus far has been an uninterrupted success. It has demonstrated the need for such a course of instruction, and awakened a new interest all through the State in the subject of industrial education. The graduating class numbered twenty, including J. Langford Slocum, Jr., of Providence, whose thesis was "Knowles's Steam Pump."

THE INTER-COLLEGE REGATTA.—At Springfield, came off with results that were generally unexpected. The freshman race was won by the Wesleyan crew with Amherst second and Brown third. Time 17.07 1-5. The University race was won by the Amherst crew, which spurted in ahead of Harvard when within half a mile of the goal. Time 16. 32 4-5.

The July number of *Old and New* contains, among others, readable articles on the course of instruction given at Harvard and on the examinations in the Harvard Divinity School; but its most noteworthy feature is a College Directory, occupying twenty-four pages, and giving the date establishment and the names of the faculties of all the prominent Colleges of the country. This list which is singularity complete and accurate, will give to the number a value and interest more lasting than usually falls to the lot of any monthly magazine, however excellent.

The last graduating class at West Point numbered fifty-seven of the original seventy six. Third in rank in the class is Charles D. Parkhurst, Providence.

If report be true, the Naval Academy will soon have a sensation, it being said that colored Congressman Elliott, of South Carolina, has selected a boy of his own race to be cadet midshipman. The other colored Congressman will make similar selections.

Mr. Alexander H. Stephens, professor-elect of history in the Georgia University, signalizes his accession to a post in which he may yet do considerable harm by writing a "Compendium of the history of the United States.—*Nation*.

WILLIAMS COLLEGE, WILLIAMSTOWN, MASS.—The last graduating class numbered 86. At commencement the following degrees were conferred: D. D., Revs. S. H. Tyng, Jr., New York; C. M. Hyde, Haverhill, Mass.; Ephraim Flint, Hinsdale, Mass.; James A. Ludlow, New York. LL.D., Gen. James A. Garfield, Prof. W. R. Dimmock, Hon. B. G. Northrop, State superintendent of schools, Connecticut. The commencement season was rendered noteworthy by the formal resignation of President Hopkins, and the inauguration of his successor, President Chadbourne.

THE English General Baptists, at their late annual session in Nottingham, spent most of their time in discussing the question of religious education in the public schools. Finally a resolution was almost unanimously passed to the effect that education in the public schools ought to be entirely secular.

Mr. Samuel Thurber, who has held the position of principal of the Hyde Park (Mass.) High School for the past two years and a half, has resigned to accept the unanimous call extended to him by the school committee, of Syracuse, N. Y., to take the principalship of the high school in that city at a salary of \$2,500 the first year and \$3,000 the second.

Miss Julia E. Ward, of Lowell, now travelling in Europe, has been appointed Principal of the Mt. Holyoke Female Seminary at South Hadley.

THE Trustees of the New Hampshire State Normal School have voted to bring its expenses down to its income, by dispensing with the office of Associate Principal, now held by Mr. Amos Hadley, at a salary of \$1300.

Twelve thousand dollars have been subscribed toward the erection of a new edifice on the grounds of the Newton Theological Seminary, for the special benefit of the married students, twelve of this class to be accommodated with suits of rooms, three for each family.

DEAN ACADEMY DESTROYED BY FIRE.—Dean Academy, Franklin, Mass., was totally destroyed by fire July 31st, only a small portion of the furniture being saved. The loss will probably amount to \$120,000, on which there was an insurance of \$80,000. The building, grounds and apparatus originally cost \$200,000. The fire is supposed to have been accidentally caused by plumbers, who had been at work about the building Tuesday afternoon. The entire philosophical and chemical apparatus and cabinet were saved, together with most of the pianos and furniture of the parlors and reception rooms. The Academy was under control of the Universalist denomination, and was opened on the 28th of May, 1868. The trustees announce that the school will be continued, the building rebuilt, and that the next term will begin Sept. 4th, with Rev. Dr. J. P. Weston, as principal, as had been previously announced.

The Yale College *Courant* says that the University race demonstrated three things: "The desirability of inter-collegiate contests, the superiority of the lower course at Springfield over all others, and the difference which two or three years in the average age makes in college contests."

A dozen books that no teacher can afford to be without, are—Holbrook's *Normal Methods*, Jewell on *School Government*, Northend's *Teacher's Assistant*, Page's *Theory and Practice of Teaching*, Monroe's *Vocal Gymnastics*, Dio Lewis' *New Gymnastics*, Ballou's *Treasury of Thought*, Soule's *English Synonyms*, R. Grant White's *Words and their uses*, Swinton's *Rambles among Words*, Porter's *Books and Readings*, Herbert Spencer on *Education*.

THERE are in the United States 51 Normal schools, supported by 23 different States, having 251 teachers and 5,334 pupils; 4 supported by counties, with 83 pupils; 16 city normal schools, with 121 teachers and 2,002 pupils; all others, 41, supported in various ways, with 80 teachers and 2,508 pupils; making a total of 134 schools, with 445 teachers and 10,921 pupils. The 43 private normal schools include colleges and other institutions that sustain normal departments.

BATES COLLEGE.—Bates College, at Lewiston, has had a vigorous growth since it was established nine years ago. Within that time it has erected three buildings, at a cost of \$25,000 each; a gymnasium, at \$10,000; and a Latin school, at \$6,000; It has a beautiful campus of thirty-two acres, including an observatory lot of six acres. The college is named after Hon. Benjamin E. Bates, of Boston, who gave it \$100,000. The college owns \$335,000 in grounds, buildings, and funds; has an excellent faculty, and a good number of students; and in the Rev. Dr. O. B. Cheney, has a President of energy, tact and ability, by whose exertions the college has been carried to its present degree of prosperity. Four of its professors are from Rhode Island—Prof. B. F. Hayes, A. M., of Moral Philosophy; Prof. T. L. Angell, A. M., of Modern Languages; Prof. J. A. Howe, A. M., of Biblical Theology; and Rev. W. H. Bowen, A. M., Professor of Sacred Rhetoric and Homiletics. At the recent Commencement Exercises the degree of A. B. was conferred on the graduating class of fourteen; A. M. (in course) upon George B. Files; honorary degree of LL. D. on John Dudley Philbrick, of Boston, and Rev. Jabez Burns, D. D., of London, England; D. D. on Rev. Charles Howard Malcom.

When the first Missouri colored regiment was disbanded, the officers and men founded an educational institution at Jefferson City, Mo., known as the Lincoln Institute which is open to all, without regard to color, creed, age or sex. The members of the regiment contributed \$5,000 at once, toward the establishment of the school, and the amount has since been increased to \$25,000. There are now 156 pupils in the Institution, which is under the charge of an ex-captain of the regiment.

The standard of education for negroes will have to be higher than for whites if they have to follow the directions of Prof. Blyden, a learned and full-blooded negro in Liberia. He says it is "of the greatest importance" that negroes going to Africa as teachers and missionaries should be carefully taught Hebrew and Arabic. He has lately been to a large Mohammedan college in the interior, where the negro president had all the grave dignity and ease of a Yale professor, and where a thousand students were studying the Arabic classics. Among them (attention, Amherst and Williams!) was a large number of women, pursuing the same studies as their brothers. Prof. Blyden remarks that, while superficial learning is always intolerant, he found these scholars quite ready to recognize the value of the Christian literature.—*Independent*.

Montpelier has a lady Superintendent of Schools.

OXFORD UNIVERSITY celebrates its 1600th anniversary this year.

In Virginia, the colored people as well as the whites are opposed to mixed schools.

Thomas Scott gives \$20,000 to Wilson College, at Chambersburg, Pa., an institution that educates young women.

JAPAN.—We are informed by Hon. B. G. Northup, that 231 Japanese students are pursuing their studies in this country at the present time.

THE INTERNATIONAL STATISTICAL CONGRESS meets at St. Petersburg on the 22d of August. The transactions will be conducted in four languages.

Lottie Ray, a colored graduate of Howard University Law School, has been admitted to the bar of the Supreme Court of the District of Columbia.

The late James Gordon Bennett taught school in Steuben in the year 1818. He taught two months, and at the close of his school, September 18, 1818, he drew \$17 from the town treasury as compensation.

A LARGE COLLEGE, under the direction of European professors, has been opened at Quito, including schools of painting and drawing, polytechnic school, and an astronomical observatory, all of which are working satisfactorily.

The Hon. B. G. Northup, Secretary of the Connecticut Board of Education, will deliver a course of twelve lectures before the Lowell Institute in Boston, next winter, on the School System of Europe. He will receive twelve hundred dollars for the course.

MAZZINI, recently deceased, was cast into prison when a boy, because he was a young man of talent, very fond of solitary walks by night, and habitually silent as to the subject of his meditations. The government of Italy informed his parents that it was not fond of such characters.

DUBLIN UNIVERSITY.—The Fellowships of the University of Dublin are the greatest prizes of their kind which exist. Starting from \$3,000 a year they rise eventually to \$8,000, and are complete sinecures, if the holder chooses to make them so. It may well be imagined, therefore, that the competition for such good things is brisk.

The *Yale Courant* is to undergo a change in its direction. The editorial force is to be increased from three to six, all are to be undergraduates, as heretofore, and the paper is to belong to them. The present publishers, who also publish the *College Courant*, which is not a Yale "organ," will have nothing to do with the *Yale Courant* as reconstructed.

MESSRS. G. & C. MERRIAM, the Publishers, recently filled an order for sixteen copies of Webster's Unabridged, from Colombo, capital of the Island of Ceylon, in the East Indies. During May they had two orders from Japan, one of 80, and one of 36 copies; also, one of 12 copies from Constantinople; 99 copies also went to the China and Japan market in April, from San Francisco.

At the recent Triennial Convention of Graduates of the Salem Normal School a committee was chosen to prepare a triennial catalogue of the school. It is the first attempt to make a complete catalogue of the graduates of either of our Normal Schools, and in order to make it as complete as possible, any information relative to the past members of the school will be gratefully received by the Principal, Prof. Daniel B. Hager.

The Rhode Island Schoolmaster.

SEPTEMBER, 1872.

VOLUME XVIII.

T. W. BICKNELL, Editor.

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[Continued from page 186, August Number.]

NATIONAL EDUCATIONAL ASSOCIATION.

The discussion on the paper was opened by Mr. Richards of Washington, D. C. He thought that a thorough reform is needed in our system of primary instruction, and that object-teaching should become a principle instead of a conviction as at present. He was convinced that we are radically wrong in our whole system of primary instruction, in both our school-rooms, our play-rooms and our books. He thought that this hot-house system must be done away with.

Mr. A. Bronson Alcott, of Concord, said that at first we are confronted with the question: "Why do not children take the same interest in their studies that they do in their play?" It could be answered that it was because we do not place around them the same attractions that the God of Nature presents. He referred to the time, forty years ago, when he himself taught school in the old Masonic Temple, where he had had four years of the most delightful experiences. He said that his teachers were, in addition to himself, Margaret Fuller, the ideal woman as yet, and Miss Elizabeth Peabody, who is now introducing the Kindergarten system into this city, and whom they would hear during the present occasion. In closing he expressed himself in full sympathy with the advanced educational movements of the day.

Mr. Baker, of Troy, New York, thought, that in order to teach

any system successfully, we must have faith in what we teach. He did not think any teacher had entirely ignored the fundamental principles of object teaching. He held that some teachers are more suited to certain kinds of teaching than others. He introduced Mrs. Willard, of the Troy Female Seminary, as one who was successful as a teacher of memorizing.

Some discussion followed as to the merits of Mrs. Willard's system, and Mr. Alcott asked if Mrs. Willard was successful in inculcating in her system of memorizing the meaning of the words memorized; if she did not, she was a second-rate teacher.

At the close of the discussion a short recess was taken, after which Mr. M. A. Newell, the Principal of the State Normal School in Baltimore, read a paper on "English Grammar in the Elementary Schools." He said that among modern writers of distinction, not one in a hundred ever studied English grammar as such. We might as well try to learn to dance by studying anatomical forms; to sing, by studying Tyndall on sound, as to learn to speak the English language by studying the English grammar. We learn to sing by singing, and to draw by drawing, and in the same way we must be taught to speak and write correctly by speaking and writing. He thought it a mistake to place the theory before the art; not that a thorough artist did not need to know the principles of his art, but he must be an artist in order to require the knowledge of the principles. A child, when it comes to school must first be required to speak every word it knows, correctly, in the first place, by vocal drill; in the second place, to combine grammatically in sentences the words it knows. This must be done by requiring every child to speak in full sentences whatever it wishes to express. He thought that text-books in the study of grammar should be abolished in all grades below the High School.

The discussion of the subject was opened by W. E. Crosby, the Superintendent of Schools in Davenport, Iowa. He held that theory and practice must go hand in hand. He thought that close inquiry into the relations of words to each other turned the mind upon itself and led it to understand itself. This language movement began very recently, and we have reached the point stated by Professor Newell. But by his own experience he had found that the combination of the

theory and the practice had been the most successful. Other speeches followed, after which the meeting adjourned.

NORMAL DEPARTMENT.

The Normal Department was under the direction of Mr. C. C. Rounds, of Farmington, Me., who, in calling the meeting to order, made a brief address, stating the object of the work before them for the sessions to be the consideration of questions of general and national importance. He expressed the wish that the discussions might be as free as possible, for the purpose of bringing out the knowledge acquired by the different members in their experience. The first paper read was one by Mr. J. C. Greenough, Principal of the State Normal School, Rhode Island, the subject being, "What is the proper work for the Normal School?"

The speaker began by showing the importance of the question: What is the proper work of a Normal School? Normal Schools are expected to take the lead both in preparing teachers and in improving methods of instruction. Normal Schools are important sources of professional enthusiasm. The object of our existing Normal Schools is to prepare teachers of our common schools for their work, though professional schools are needed to furnish teachers for institutions of higher grade. The instruction furnished in a Normal School must depend in part upon the intellectual condition of those who are admitted, and in part upon the kind of schools which are found in the locality of any given Normal School. Reasons were adduced, showing that every Normal School should at least furnish teachers of elementary schools. The importance of this work in our Normal and Training schools is evident when we consider the general want of good elementary instruction in our common schools, the general custom of introducing teachers to schools of higher grade through primary teaching, and the importance to the primary pupil of rightly beginning his course of study. Every one who carefully considered the relation of primary to other instruction, would assent to the motto of Hesiod: "The beginning is half of the whole."

It was then urged that the most important things to be regarded in providing professional instruction for teachers were the laws of mental activity and development. A brief outline of the mental powers

important that scholars should be taught their relations to the community in which they live, as the last speaker suggested, and it is done to some extent. An enthusiasm in the profession of teaching should be inculcated in Normal schools, as a basis of success in a teacher's life.

At this point the discussion was suspended in order that General S. C. Armstrong, of the colored Normal School at Hampden, Va., might speak of Normal Schools among the freedmen. He says that about four-fifths of the illiterate persons in the country were in the southern States. It will be generations before the colored teachers will be admitted to the higher white schools of the South, and during that time they must be trained in Normal Schools supported by the charity of the North. There is a growing demand for colored teachers—a demand much beyond the supply. Industrial education is much needed. The Normal School for freedmen should be religious but not sectarian, though it had better be sectarian than not religious. Those studies which develop the reasoning powers are most practical for the colored race. In Hampton Normal School industrial instruction is given, the students working one day in each week, beside Saturdays, and making as much progress as where they study the entire week. The need of colored teachers is increasing constantly, and the future of the race depends upon their education.

Miss Anna C. Brackett, of New York, recently of St. Louis, followed with a paper upon "The American Normal School." She said the American Normal School should give to its pupils the garnered treasures of all the past, and send them forth with the abilities to dispense it. It should also give its pupils, though sparingly, special methods and rules for doing his work. A larger proportion of teachers are women than ever before, and they are doing their work successfully. The frequent changes of teachers calls for a uniform system of Normal school teaching. The teaching should be practical and embrace what is learned by contact with the world, as preparing women to teach boys; their own hearts will show them how to teach girls. Children must be taught how to acquire knowledge from the book, and Normal Schools should fit teachers to do this work.

It being late when the reading of the paper was finished, no discussion was had upon it, and the department adjourned.

SUPERINTENDENCE.

Mr. John Hancock, of Cincinnati, occupied the chair, and P. Marble, Superintendent of Schools in Worcester, filled the office of secretary. The essay was by H. F. Harrington, Superintendent of Schools in New Bedford, upon "The Extent, Methods and Value of Supervision in a System of Schools." The theory of the speaker was that there should be a State, a county and city or town superintendent, all salaried by the State. The system of local school boards was condemned by the essayist as wholly inefficient. And as nothing of importance ever succeeded without supervision, he thought that the value of supervisors, in matters of education, could not be overestimated. At the close of the speaker's address the subject was opened for discussion and the following gentlemen participated, the general tenor of their remarks according with the essay: W. T. Harris, Superintendent of Schools in St. Louis; J. P. Wickersham, State Superintendent of Schools, Pennsylvania; Hon. Joseph White, Secretary of the Massachusetts State Board of Education, and others.

HIGHER INSTRUCTION.

The department of higher instruction met at half past two o'clock, Vice-President Wallace in the chair. Prayer was offered by the Rev. Alexander Blakie, D. D. President Tappan, of Ohio, as chairman of the committee on the programme, made a report that the programme as printed would be departed from in some particulars, owing to the absence of speakers announced, thus limiting the proceedings to the reports of committees and the address of Prof. Pickering. President Wallace, of Monument College, Illinois, then read a paper on college degrees. These, he said, are designed to be specific measures of attainment. They are of two kinds, those conferred after examination and those conferred without examination, the latter being honorary degrees. The special significance of a degree of bachelor of arts, for example, should be the same in all colleges. No degree should be conferred on account of family, wealth, influence, or public favor. To confer degrees for such reasons is a wrong to the recipient and to the public. Such a custom has the effect to depreciate the value of the degrees. The degrees of D. D. and LL.D. should be based upon attainments as well defined as the lower degrees.

These attainments cannot be ascertained by examination, but can be by other means in a sufficiently satisfactory manner. The plan of examination for the degrees of college professors is objectionable as it is apt to be lax. As a remedy for the evils of irregularity of conditions on which degrees are bestowed, it was suggested that each State should establish a senate of learned men to pass upon the qualifications of candidates for degrees from the several colleges within its border. The degree itself should be conferred in the usual manner on commencement day by the college concerned, but to give validity to the degree, the previous examination of the senate and its seal and certificate should be essential.

In the discussion which followed, President Eliot, of Harvard University, assented to the leading ideas presented in the paper, but thought that the practical difficulty of the scheme was that it would operate against the weak colleges, and the weak colleges are always in the majority. The college degrees of this country are justly held in low estimation. Justly, because there are so many institutions authorized to confer degrees, and in one of them, at least, degrees are sold without any examination. The difficulty at Cambridge is to secure proper examiners outside the list of college professors. None but practical teachers make good examiners. There had been some consultation between two of the colleges of this State in regard to the standard of examination for degrees. He suggested as a temporary measure that the German system might be adopted,—a system which provides that in the use of the title the name of the college should follow; as for example, LL. D., Berl., meaning the degree of doctor of laws, granted by Berlin University. He stated that the degree of master of arts would not be given hereafter at Cambridge, except upon examination. Among the speakers who followed was Dr. Gregory, of Illinois, who suggested that in the public estimation college degrees amount to but little. The American mind is practical in its action, and asks rather what a man is doing at present than what college degree he had received years before. President Eliot referred again to the proposition of Professor Wallace that each State should support a university which alone should have the power of conferring degrees. He thought the new idea of thirty-seven or eight universities in a population of forty millions was preposterous. There was

material neither of money, students nor instructors in any one State to support a university.

SECOND DAY.—DEPARTMENT OF HIGHER INSTRUCTION.

The session of the department of higher instruction was held at the lecture-room of the Institute of Technology, President Wallace, of Monmouth College, presiding. There was a very large attendance.

The first paper read was a report of a committee on the proper pronunciation of Greek and Latin languages by Professor Tyler, chairman of the committee. In regard to the Greek it was recommended that the rules given in Goodwin's Greek Grammar should be substantially followed. In regard to Latin, the authority of Professor Lane, of Harvard, was mainly relied on. The subject was subsequently discussed by President Beard, Professors Harkness, Crosby and Hinkle.

Professor Pickering of the Technological Institute followed this discussion with an address on "Laboratory Methods of Teaching Physics." The old method was solely by lectures illustrated by experiments made in the presence of students. In the institute this was still followed as the preliminary instruction, after which each student was given an opportunity to study the science practically by manipulating each for himself, under the direction of the professor, the apparatus, or whatever was used, in exemplifying the abstract truths of the science. In this way the student at the time of graduation was skilled in the manual department of his science as well as the theoretical.

In the study of chemistry, each student had a table and apparatus for himself but in other branches the use of the apparatus was alternated, so that each in turn had opportunity to become accustomed to the various instruments and experiments. Some of these instruments were very costly, so that it would be practically impossible to provide for more than one student at a time. No difficulty had been found as to the breakage of instruments or apparatus, and the loss in this way had been no greater than it would have been among the same number of professors. The Professor illustrated his method on one or two instruments by a demonstration in the presence of the audience.

Professor Slater of Harvard College, followed with an address up-

on the "Method of Teaching Natural History." This, he said, as practised by him, embodied the same leading principles as had just been suggested by Professor Pickering, the aim being to give the student a practical quite as much as a theoretical knowledge of the science.

DEPARTMENT OF SUPERINTENDENCE.

The afternoon session of the Department of Superintendence was a very interesting one. The paper read by W. T. Harris, superintendent of the schools of St. Louis, was an able and instructive essay. He claimed that the child should be trained to strict obedience before he can become successful. One of the principal causes of the early withdrawal of pupils from schools, he claimed, was to be found in the neglect of early education, hence he would have the age at which scholars were admitted to school reduced to four years, hoping thus to develop in the child a love of study, and sparing him from the mortification of being attached to classes for which his age had unfitted him. A second reason was to be found in defective discipline, and want of discipline on the part of the teacher, the former making the withdrawal of many pupils a necessity, and the latter making it often advisable. A third cause which often caused the early withdrawal of pupils was to be found in a defective system of grading, the result of which is to keep a portion of the members of a class strained at their utmost, while the other portion of the class does not have exercise enough. A. P. Stone, principal of the High School at Portland, Maine, followed. He deplored the fact that children were withdrawn from school at such an early age, but insisted that this was no modern failing. On the other hand, he held that the age of students in our colleges to-day would be found greater on the average than they were thirty years ago. The chairman, Hon. John Hancock of Cincinnati, Ohio, W. E. Crosby, of Davenport, Iowa, Mr. Hubbard, of Springfield, Mass., and H. F. Harrington, of New Bedford, expressed dissent from many of the views of Supt. Harris. After this a general discussion followed between these gentlemen and Mr. Harris, who ably defended his position. The discussion was brought to a close at 5 o'clock, and the association proceeded to elect officers for the ensuing year, with the following result: President, W. T. Harris, of St. Louis;

Vice President, J. W. Paige, of Maryland ; Secretary, A. P. Marble, of Worcester, Mass.

ELEMENTARY DEPARTMENT.

The opening address of Mr. Hailman concluded as follows : The United States offered a fine field for this system of education. The American system was, he feared, much inferior to what it should be. He proposed the appointment of a suitable committee of educators from all over the land to examine this system, and to report their opinion of its adaptability to our needs at the next meeting of the association, and a resolution was passed to this effect.

Dr. Adolph Douai, of Newark, N. J., and Miss Elizabeth Peabody, spoke in commendation of the Kindergarten system. The latter thought the chief reason of Froebel's success was, that he began by teaching the children "how to learn." The speaker was warmly applauded at the close of her remarks.

After a short recess, Mr. Ambrose P. Kelsey, the principal of the High School in Clinton, N. Y., read a paper on "School Architecture and Furniture." He said that he would speak principally of the schools of small towns rather than those of cities. He thought that all such school houses should be so built that they can be readily enlarged. The location of school buildings should be gravely considered. If possible, they should be located in the neighborhood of some grove, on a lot not less than half an acre in extent. It is not necessary to level the ground, for irregularities add to the beauty of the place. Trees should be planted. The walks should be irregular and the grounds made as beautiful as possible. In regard to the external appearance of the buildings he advocated more ornamentation, and said that the small expense would be justified by the pride which the pupils would feel in the building. They would thus be kept from defacing and injuring the premises. He thought that the interior should be attractive and pleasant, for the feeling of repulsion which so many children feel toward the school arises in the greater part from the barren interiors of the school building. The paper gave many excellent suggestions regarding heating, ventilation, and other accessories of the school-room. The transaction of some routine business brought the proceedings to a close.

Officers were elected for the ensuing year, as follows : President, N. A. Calkins, of New York ; Vice President, Miss H. N. Norris, of New York ; Secretary, Miss Augusta M. Manly, of Cincinnati.

THE NORMAL DEPARTMENT.

Mr. T. W. Harvey, speaking of "Professional Training in Normal Schools," doubted whether it was wise to establish expensive normal schools for the training of teachers, while but a small proportion of those trained make teaching a permanent profession. Our higher schools can furnish the academic training required, and it is not desirable to duplicate this agency for the same work. Except incidentally in city normal schools there should be no academic teaching ; academic instruction should be given previously, and normal school training should be purely professional. State normal schools will train many who will not continue as professional teachers for life. The course in the normal school should be adapted mainly to the wants of those who intend to make teaching a profession, leaving to normal institutes, State and county, and other institutions, the training of those who engage in the work for briefer periods.

Mr. J. House, principal of the State Normal School, at Cortland, N. Y., opened the discussion which continued for some time. Opinions were expressed that the principles of teaching should be uniform ; that German text-books were superior to those by American authors ; that the need is to secure the maximum of normal instruction at the minimum of time and expense ; that normal institutes should be held in July and August, under the control of the State ; and that they should be professional schools and graded. Mr. A. Bronson Alcott, of Concord, Mass., said he doubted if the American system of education was equal to that of ancient Greece. He would go to Athens for a model rather than to Germany. He believed in idealists as well as practical men. Men must be up in the clouds to see what is going on. Common sense was valuable, but uncommon sense was more so. A committee on nominations of department officers reported as follows : For President, Mr. A. G. Boyden, of Massachusetts ; Vice President, Mr. J. Estabrook, of Michigan ; Secretary, Mr. M. A. Newall, of Maryland. The report was adopted. The Secretary of the present year was chosen a member of the Board of Publication.

EVENING SESSION.

The Committee on Nominations reported a list of officers of the Association for the ensuing year, which was accepted, and the list adopted:—President, B. G. Northup, Virginia. Vice Presidents—Newton Bateman, Illinois; George P. Beard, Missouri; A. J. Phipps, Massachusetts; Edward Brooks, Pennsylvania; J. H. Bickford, Virginia; John Swett, California; N. T. Lupton, Alabama; A. P. Stone, Maine; N. A. Calkins, New York; Miss Dr. A. Lathrop, Ohio; W. L. Holman, Kentucky; N. P. Gates, Arkansas. Secretary, S. A. White, Illinois. Treasurer, John Hancock, Ohio.

A paper on "Compulsory School Attendance," by Newton Bateman, of Illinois, was read by its author. He advocated compulsion in this as well as in other matters of law. The idea of public schools supported by the State was born in the mind of the New England farmers, and now the world looked on its results with admiration. Legislation already enacted settled the question of free public schools, but it needed a system which should embrace all uneducated persons to make the law a perfect one. The speaker would have the people taxed for everything necessary to educate the nation in the best and most perfect way, and should any refuse to willingly pay a tax for this purpose their goods should be sold and they be compelled to do so. The great bugbear this compulsory attendance was considered by many people was a very silly idea, and far from being the real truth of the case. When the law was taken to compel a thousand and one necessary acts of citizens, such a drafts in case of war, quarantine for vessels, etc., it could not be considered a very great injustice to compel that the educational privileges provided by law be accepted by those who needed them.

The meeting adjourned without discussion.

THIRD AND CLOSING DAY.

At 9½ o'clock, Mr. John Swett, deputy superintendent of schools, at San Francisco, Cal., was introduced to speak upon "The Examination of Teachers." He gave a very amusing account of the manner in which he succeeded in becoming a California school teacher. He ridiculed the farce and want of system attending the general prac-

tice in the examination of teachers in New England. There are three hundred thousand teachers in this country, not more than a tenth of whom are professionally so, that is, design to follow this as a profession. Many of our schools are taught by young seminary girls, waiting to get married. They are good enough, however, for those people who do not see the need of a school all the year round. This partial failure in our school system could be partially overcome by paying adequate salaries and by proper examinations of those to enter the work. Another weak spot in the New England school system is the short term of office of school trustees. Political influence and too rapid rotation in this office were exercising an unfavorable influence on education. There should be a Board of Education in every State to examine teachers and give a diploma or certificate, which should be of equal value in every State of the country. Now, no matter how high the position held by the educator, he would be compelled to undergo another examination before he take a position in another State. There should be, also, county boards of examination to give diplomas of different grades. He favored written examinations as the fairest and safest.

A college diploma he would by no means take as a guarantee of fitness to teach the public schools. He ridiculed the styles of questions often proposed in writing, and thought even this method of examination might be overdone. After briefly making a resume of his suggestions as to needed changes in the method of examination for teachers, Mr. Swett closed with an eloquent tribute to New England as spontaneously coming to his lips on returning to scenes he had not visited for the past twenty years.

ELEMENTARY DEPARTMENT.

At 2½ o'clock, a paper on "The Amount and Method of Physical Science in Elementary Schools," by C. O. Thompson, of Worcester, was read.

Mr. F. H. Underwood, of Boston, presented a paper entitled "English Literature and the place it should occupy in Popular Education." In the early part of his remarks, the speaker said that owing the great interest given to politics in this country, our literary men did not receive the attention they should, but future generations

would do them honor, and men would be proud to tell in after years that they had once seen or heard Longfellow, Lowell, or Emerson. The knowledge of Literature was very limited when compared with other studies in our schools, but the speaker considered the gems of thought from our great authors of as much importance as the opinions of Franklin Pierce or James K. Polk. There could not be such a thing as too much reading of good authors. English literature contained more of real interest and beauty than the stores of classic literature combined. "Our own literature must be considered as the best part of our history, and the just basis of our national pride. It may be said to have commenced within the memory of men now living; for the venerable Bryant is the earliest of our great poets, and Irving, Cooper and Channing were the first of our classical prose writers. In less than fifty years we have produced works in all departments of human thought which the world will not let die, and which our mother country is becoming proud to own and adopt. Let us see to it that our youth are taught properly to appreciate these treasures, and for that end let us endeavor to appreciate them more fully ourselves."

SPEECH OF A. MORI, THE JAPANESE MINISTER.

Mr. A. Mori was introduced as the Ambassador from Japan, and as one who took a great interest in educational movements in that country. He said that four years ago, when the revolution took place in Japan, the new Government struggled hard to establish a better system of education. The Government had decided to adopt all improvements in this direction possible. About a dozen foreigners, mostly from America, had been imported to serve as teachers. All the struggles they have had have been of little use to them, because of their insufficient knowledge of their language. The Japanese then began to send their youth abroad to learn foreign languages and also the arts and sciences. Some of these had returned and were impressing upon the Government the positive necessity of education at home, and this had had a good effect. Still the importance of this had not been fully realized, and at last it became necessary to send their highest officers abroad that they might see for themselves. It had been very hard for the Government to get along at all without the Prime Min-

ister, Iwakura, who had recently been here; but they would let the governmental work go, and do nothing almost rather than miss this experience. It was intended to introduce the English language as much as possible into Japan, that our education might come with it. They had now railroads and the like, "but still," they said, "education is the first." The Mayor of Yeddo had recently arrived here and had told him that he should leave other things to take a second place in his city of a million of inhabitants till their education was assured. They had started many schools already in Japan, and he might say, the whole nation had become alive to their value. But on account of a lack of teachers this need could not be supplied at once. Of the many teachers who had come to Japan, he said, "It is very painful indeed, to say, they don't make a good impression upon the learners." He hoped all educators in this country who had a definite plan for educating Japan, would communicate it to him or the home Government, for he wanted to start right. He expressed his gratitude to those who had taken an interest in the subject, more than he had expected. He thanked the Association for their attention.

On behalf of the Association, the President, Mr. White, thanked the gentleman for his remarks, and requested that he address the audience in a few words in his native tongue.

DEPARTMENT OF SUPERINTENDENCE.

The Department of Superintendence met at 2.45. President John Hancock in the chair. The first paper was read by Joseph Hodgson, State Superintendent of Public Instruction, Alabama, treating upon public education in the South. As an introduction, he drew a picture of the condition of the South as regards territory and capabilities, claiming that for natural advantages and possibility of development it was one of the most favored regions of the earth. Unfortunately, however, the ignorance of the common people there, he said, was general and lamentably great. The condition was even worse among the whites than among the colored population, for while the latter at the worst, were but at a standstill, the former were actually growing more and more illiterate. Of the voters of that section upwards of 1,120,00 were unable to read or write. He was favorable to the

idea of compulsory education, believing that if the Government has the right to tax the people to educate the masses, it had an equal right to make those masses receive the benefits of the levy. But he declared that the South was not in a condition to endure any great taxation for schools or any other purpose, as the rate now was generally in that section twice as high as in the older States. He hoped that the general Congress might see fit to extend a helping hand to these people. This was the more to be desired, as the States admitted to the Union after 1848 received gratuities of land for educational purpose far in excess of what the earlier members of the Union were given. At the conclusion of the address, President Hancock drew attention to the very great importance of Gen. Hodgson's utterances.

John Eaton, Jr., United States Commissioner of Instruction, followed. He was strongly in favor of having aid extended to the southern States.

Hon. J. P. Wickersham, Superintendent of Schools of Pennsylvania, stated that he opposed certain bills heretofore presented to Congress, yet favored any bill that would help to build up the public schools of the suffering South. Pennsylvania and Ohio would be very likely to oppose Mr. Hoar's bill, but would support any bill that will assist both the whites and the blacks.

Dr. Henry Barnard, of Connecticut, desired to have a system of management inaugurated in the South similar to the Rhode Island system, or the itinerant system of Sweden.

President Hancock closed the debate with a touching tribute to many of those able educators endeavoring to elevate the people of the South.

W. T. Harris, Superintendent of Schools at St. Louis, read the report of the Committee on School percentage. They favored keeping a daily and monthly average of attendance. They would also have all scholars dropped from the school-roll who were absent over five days. The report was adopted.

NORMAL DEPARTMENT.

In this department, the first exercise was the reading of a paper on "The Relation between Matter and Method in Normal Instruction,"

by Mr. G. P. Beard, of Missouri. He said the teacher must use matter and method together. The teacher, like the artist, can only succeed by understanding the material to be used by him and the means of using it. The teacher must know what, as well as how, to teach. He must know what food to give the child's mind. He must, therefore, understand subject-matter before he can teach others. There is a philosophy of teaching, and the teacher must be a philosopher as well as an artist. The Normal School ought to supply knowledge of the philosophy of teaching. A philosophy of teaching is needed, and then it must be applied to schools and individuals according to the peculiar circumstances of each. Normal schools are doing much toward the attainment of this end, and will reform whatever needs reformation in them.

The discussion of the paper was opened by Mr. Williams, of Vermont. He said he did not agree with the essayist. It is admitted that teaching is a profession, and if so, the Normal school must be elevated to a professional basis. He did not see how Normal schools could ever reform the practice of academic teaching while continuing it.

Mr. Charles H. Verrill, of Pennsylvania, said that if only professional work was done in Normal schools many of them would have very few pupils.

Mr. Greenough, of Rhode Island, said that the plan of giving professional instruction only, would not preclude the attainment of knowledge, for in instructing how to teach a subject, knowledge of the subject matter itself is required if pupils are deficient in it.

The discussion of this subject was closed, and Miss J. H. Stickney, of Boston, opened the discussion on "Practice Schools—Their Uses and their Relation to Normal Training." A teacher, she said, needs three things; a knowledge of psychology in relation to teaching, which as it is not imparted in High schools, must be in Normal schools; a knowledge of social science is also necessary, and practice, the latter of which is worthy of one-third of the attention given to the whole matter. We must look to the wants of the schools to be supplied in deciding what Normal Schools shall do. The main difference between a first class High School and a Normal School is the development of greater earnestness.

Practice schools will enable teachers to acquire much which they cannot get in any other way. By practice schools she did not mean model schools—schools of thirty, but rather a school of ten grades, with sixty pupils in each grade. She would have them exactly like other schools, and would prefer that the teachers should go to the school rather than the pupils should go to the teachers. The growth of character coming from contact with children every day in a practice school, is far beyond that which can be attained in any other way.

The most earnest attention was paid to Miss Stickney during her remarks by the entire audience, which crowded the room. No exercise has attracted more attention or been better received during the sessions of the Association, and none received higher compliments.

A business meeting of the Association rendered an adjournment necessary at this point, and in a few words, Mr. Rounds, President of the Department, returned his thanks for the courtesies of the members during the sessions, and declared the Department adjourned until 1873.

DEPARTMENT OF HIGHER INSTRUCTION.

The session of this department was opened with an address upon the "Method of Teaching English in High Schools," by Prof. March, of Lafayette College, Pennsylvania.

In regard to the subsequent course of instruction the professor made the following suggestions: First, that good habits of speech in conversation are caught rather than taught, and accordingly there should be times set apart for free conversation in the school-room, in which both teacher and pupils should take part, the former in the attitude of a critic. Second, the declamation of choice passages of English literature is an important means to proper education. Third, there should be special exercises in regard to errors of speech, not such errors as were comprehended by the word "slang," but errors of construction of sentences. In regard to slang, he remarked that too much study of slang made the students too much masters of slang. Fourth, translating from other languages is really studying and practising the English language, and should be carefully improved as such. Fifth, in all studies that admit of it, the practice of teaching by topics should be followed. The student should stand up and face his audience in

the school-room, and speak to them upon the subject on which he is to recite. This last was the most efficient means the professor knew of for giving power of connected discourse. In respect to the pronunciation he followed the modern usage in all writers since Chaucer, and the Anglo-Saxon pronunciation in regard to writings of an earlier date. Shakspeare was the writer upon whom critical power could be lavished to any extent, and the critical reading of his works was very instructive, both in regard to the perfections and the defects there to be found.

Officers of the department for the coming year were elected as follows: President, D. A. Wallace, of Illinois; Vice-President, J. D. Runkle, of Massachusetts; Secretary, W. D. Henkle, of Ohio.

THE ESSENTIALS IN PRACTICAL MATHEMATICS IN COMMON SCHOOLS.

It is a mature reflection of a visitor to his own school, that much he thought practical in learning, has in actual experience proved to be of minor significance. Particularly after some years battling with the world, the weapons he wields, (to use a trite figure,) are not they he would have supposed in the armory to be most effective. Or, dropping the figure, he learns, after a while that mathematics, though valuable, are not in every station in life, of the only importance. Like the little fellow who yesterday ran away from home for Kansas, supposing it to be a few miles distant west, he discovers over and over again that he lacks knowledge of Geography, if he neglected that study. If he despised Algebra, as unpractical in school, or Natural Philosophy, or Geometry, he only knows by paying a man a greater price who knows those things well, that they are quite as desirable as the one practical branch of study. For one does something in life besides reckon.

Many an envious thought is begotten of them who see a companion better furnished in these so called unpractical branches, outstrip them in the race for place and influence.

I shall illustrate no further, lest I weary my reader at the outset.

Let us descend to particulars in Mathematics, and say, so is it there with these very things. What is, let us say, the greater accomplishment? Is it not to be master of numbers? Is a knowledge of the use and application of the rules of Interest so practically universally valuable as to know how to add, subtract, multiply, divide with unerring certainty? Nor now referring to thoroughness in these prime elements, I mean only the skill one finds by thorough acquaintance with the numbers themselves—who knows what is the form of every combination of every digit figure with every other digit, can always tell at a glance, whether devizable by 2, 5, 10, 11, 9, 3, 25, this certain number may be which he, at this hour, in shop, counting-room, or store, is operating upon. How to wield, rather than how to roam among numbers, is his aim. As one is to be envied who sculls a boat, rides a horse, sails a ship with ease, so is he to be envied who easily works every kind of number, performs at will with sure certainty what he is doing with numbers.

Some orators know the characters of the men they would move. A mechanic should know what is the material he uses. Your chemist can read in a dictionary all the properties of every solid, gas and liquid. This kind of knowledge is that which is practical. To mathematics, then, that knowledge is most beneficial which is knowledge of the elements he works with.

Does any teacher who reads this sentence, believe that the main part of study in schools is directed to the acquaintance of a pupil with material? How much does the student learn of the easy, ready, quick ways of working figures? Can the student know what will be the result of multiplying a certain number by 10? Then he has before to learn aright. I would at the first so soon as a pupil can count and numerate, teach him what are the odd and even numbers, that is, what is divisible by 2. I would then, that he may acquire facility, require him to—

1. Add by ones, beginning at 1; do., beginning at 2, 3, 4, etc.
2. Add by twos, beginning at 1, 2, etc.
3. Add by threes, fours, fives, sixes, sevens, eights, nines.
4. Teaching him what are prime and what composite numbers; cause him to write all numbers, designating them as prime or composite, as far as 100, or to 50, if this be heavy work for him.

5. Tell him how to find by inspection, a multiple of 2, 3, 4, 5, 9, 11; and

6. Set him to factoring numbers innumerable, say seventy.

By the time he has proceeded as far as this, he is ready for addition, both in columns of one, two, or three places, and also mentally in sums of small numbers, as far as 100. Then tell him to subtract, then to divide; next to get a half, a third, a fourth. Hence, such an exercise as the following may be kept up *ad infinitum*, day after day, as a recreative pursuit, a few minutes in each day. $8+6+2+8-1+5\times 1\times 2\times 2+4=$.

Who shall not see how facile numbers will ever after appear?

HENRY CLARK.

SWISS SCHOOLS.

"Zurich," (says Mr. Hepworth Dixon,) "is the centre of a Switzer's intellectual life. The University is here; the Polytechnic is here; the cantonal schools and burger schools are here. This block abutting on the Minister is the ladies' school. Those buildings in the tulip trees are secondary schools. In the Virginis Quarter, and near the Town Hall, stands the city schools for boys. On every side, in almost every street, you find a school; a primary school, a secondary school, a supplementary school; day schools, evening schools, schools for the blind; schools for the deaf and dumb, (all models of their kind); industrial schools, commercial schools, linguistic schools, yes, schools of every sort and size excepting actual pauper schools. For canton Zurich has no pauper born and bred; no paupers known and labelled as a class apart." This passion for schooling is not confined to Zurich, nor even to the large towns; it is universal. The people are all united on one point, and that is, that education is essential to the preservation of national life and liberty. Alluding to the surrender of the authorities, in Berne, of a charming piece of their public garden for a new girl's school, Mr. Dixon says truly, "No pride and glory of this town must stand between a Switzer and his school." He tells an amusing story to illustrate the prominence given to school

buildings, of a little girl of ten, who was taken from her native land on a tour through France, and could not be brought to believe that the grand edifices she saw were anything but great schools. Even at Versailles, in front of the huge palace, she clasped her hands and cried with glee, "Look here, papa, here is the schoolhouse! Look!" It will be a long-while before an English child mistakes the Mansion House or Windsor Castle for a grammar school. In Switzerland, however, this great net-work of schools is comparatively new. "I am not an old man," says one of Mr. Dixon's informants, "but in my youth you might have passed from Basel to Ticino and not have seen a decent public school." Nor can it be said that there were not peculiar difficulties to be surmounted. Two races, Teutonic and Celtic, divide the country, although here, as elsewhere, the all-conquering Teuton has the vast majority on his side, and sends his blood thrilling through the veins of 2,000,000 souls, while the Celt claims only 670,000. Then, again, there are peculiarities of language; German, French, Italian, are familiar on the tongues of the people. We ourselves have seen the road down the Brunig Pass, portioned out by some worthy English tourist, with religious tracts written in French, which were quite neglected by priest and peasant as they passed them by, not because they despised them, but simply because their own language was not French but German. But difficulties of race and tongue are vincible. We in England shall have no great obstacle in the way of their solution, when we get our school system to work among Celts, the Gauls and Saxons, in the broad dialect of Yorkshire, the gutturals of Wales, and the unruly aspirates of St. Giles. As much cannot be said of the religious difficulty, which, in Switzerland as much as in England, threatens the peace of the community. In Zurich the two parties met lately in fierce fight, over the position of a new girl's school. The clerical faction would have it nestling under the shadow of the minister; "if we keep the women," said they, "we shall always have the men." The radicals would none of the cathedral shadows, believing that the darkest place is just underneath the candle. "No more connection," they declared, "of the church and school; the clergy have no business in the class-room; let us build on neutral ground—beyond the ancient walls, among the vineyards, in the sunshine." This little country, ill-favored by na-

ture, in the eyes of the economist, packed in amongst stronger and net over-friendly nations, does nevertheless maintain its place in European life with honor; only last year it provided for the flying detachments of Bourbaki's army, housed and clothed and doctored the beaten and demoralized soldiers; it has reared a manly and bold-spirited race, and in these cosmopolitan days manages to preserve a distinct character as well as a distinct form of rule among its people. How much of this is owing to the national schools every intelligent visitor to the country knows, and will know better after reading what Mr. Dixon has to say on the subject. "These Switzers," he declares, "tug at learning as we English tug at trade." If England is to keep up her commercial prestige, she will have to "tug at learning" too.

A SUGGESTION.—They have a delightful custom in the Swiss schools for boys, which might be adopted with great advantage to all concerned in this country. During the weeks of the summer vacation it is the habit of the teachers to make with their pupils what are called *voyages en zig-zag*; that is pedestrian tours among the sublime mountains and charming valleys of that "land of beauty and grandeur." Squads of little fellows in their blouses, with their tough boots drawn on, and knapsacks on their backs, may be met, during the season, on all the highways, and sometimes in the remotest passes of the Alps, as chirrupy as the birds on the boughs, and as light and bounding as the chamois that leap from crag to crag. They are perfect pictures of health and happiness, and the treasures of fine sights that they lay up in their memories, during these perambulations, it would be difficult to describe. We know of more than one urchin that has thus scaled the summits of the Faulhorn, looked down from the precipices of the Bevent, walked over the frozen oceans of the glaciers, and gazed in rapture upon the sunsets on the Jungfrau or Mont Blanc. Their tramps are made without danger and without much expense, and the life is one of incessant enjoyment and rapture. But why could not the same thing be done here, where we have the Catskills, the Adirondacks, and the White Mountains, the exquisite lakes of the North, the river St. Lawrence with its rapids, Niagara and the lovely scenery of Western Virginia, which, we are told, is scarcely surpassed on the continent? Over the long intervening stretches the railroad will bridge the distance, while the fare is not expensive, and the country fare wholesome and nutritious.—*Exchange.*

EDUCATIONAL INTELLIGENCE.

Present School Superintendents.

CITY OR TOWN.	SUPERINTENDENTS.	POST OFFICE ADDRESS.
Providence, . . .	Rev. Daniel Leach, . . .	Providence.
Barrington, . . .	Rev. S. Brenton Shaw, . . .	Barrington Centre.
Bristol, . . .	Robert S. Andrews, . . .	Bristol.
Burrillville, . . .	Rev. Mowry Phillips, . . .	Pascoag.
Charlestown, . . .	Millen S. Greeno, . . .	Carolina Mills.
Coventry, . . .		
Cranston, . . .		
Cumberland, . . .	Rev. F. C. Newell, . . .	Diamond Hill.
East Greenwich, . . .	Daniel C. Kenyon, . . .	East Greenwich.
East Providence, . . .	George O. Carpenter, . . .	Watchemoket.
Exeter, . . .	Willett H. Arnold, . . .	Exeter.
Foster, . . .	(None elected.)	
Glocester, . . .	Thomas Irons, . . .	Harmony.
Hopkinton, . . .	B. P. Langworthy, 2d, . . .	Hopkinton.
Jamestown, . . .	William G. Carr, Jr., . . .	Jamestown.
Johnston, . . .	W. A. Phillips, . . .	Olneyville.
Little Compton, . . .	Henry M. Tompkins, . . .	Little Compton.
Lincoln, . . .	Gen. Lysander Flagg, . . .	Central Falls.
Middletown, . . .	John Gould, . . .	Newport.
Newport, . . .	Augustus D. Small, . . .	Newport.
North Smithfield, . . .	Rev. C. R. Fitts, . . .	Slatersville.
New Shoreham, . . .	Giles H. Peabody, . . .	New Shoreham.
North Kingstown, . . .	D. G. Allen, . . .	East Greenwich.
North Providence, . . .	Andrew Jenks, . . .	Pawtucket.
Portsmouth, . . .	George Manchester, . . .	South Portsmouth.
Pawtucket, . . .	Dr. B. Carpenter, . . .	Pawtucket.
Richmond, . . .	Gilbert Tillinghast, . . .	Wyoming.
Scituate, . . .	Dr. William H. Bowen, . . .	Rockland.
South Kingstown, . . .	D. P. Spencer, . . .	Peace Dale.
Smithfield, . . .	(None elected.)	
Tiverton, . . .	Mrs. E. T. Lawton, . . .	Tiverton.
Warwick, . . .	Ira O. Seamans, . . .	Phenix or Providence.
Warren, . . .	Rev. S. K. Dexter, . . .	Warren.
Westerly, . . .	Samuel H. Cross, . . .	Westerly.
West Greenwich, . . .	Charles F. Carpenter, . . .	Summit.
Woonsocket, . . .	Rev. Charles J. White, . . .	Woonsocket.

NOTE.—Coventry and Cranston intend to elect Superintendents, but had sent us no returns when we went to press.

A MATTER OF LAW.—Two towns, and their School Committees, as will be seen, by referring to the list of Superintendents published in this number, have neglected to elect a Superintendent of Schools, evidently thinking the General Assembly exercised very poor judgment in enacting certain laws relating to this matter and apparently believing in the "higher power" doctrine.

We make the following quotations from recent reports of these towns. "It seems to be the disposition in this town to do just as little for the schools as the most pernicious construction of the school law will allow." "Salary should not be the sole, or even the main object of school teaching, more than with the preacher of the gospel, both do service as a duty and the benefit of others," the latter quotation from the report of a committee whose avowed reason for not electing a Superintendent, is the reduction of the pay of Committee and Superintendent from \$200 to \$150.

The following quotations from School Laws may be interesting:

"Each town shall elect, or failing to do so, its School Committee shall appoint a Superintendent of the Schools of the town, to perform under the advice and direction of the Committee, such duties, and to exercise such powers, as the Committee may assign to him, and to receive such compensation out of the town treasury as the town may vote."

"Any officer who shall wilfully or knowingly refuse to perform any duty of his office, or violate any provisions of any law regulating public schools, except where a particular penalty may be ascribed, shall be fined not exceeding \$500, or imprisoned not exceeding six months."

Corporation of Brown University.

At the recent annual meeting of the Corporation of Brown University, President Caswell being in the chair, the newly elected Trustees, Bishop M. A. DeWolf Howe and Joseph C. Hartshorn, Esq., took the usual engagement as members of the Corporation.

The regular routine of business having been transacted, a committee was chosen to wait upon President Robinson and introduce him to the Corporation. This committee discharged the duty assigned to it, and through its chairman, Prof. Gammell, introduced him to the President, and through him to the Corporation. Dr. Caswell gave expression to some words of cordial welcome, and Dr. Robinson then addressed the Corporation, and in few but earnest words avowed his purpose to devote his best energies to the promotion of the interests of the University over which he was now called to preside. Dr. Caswell then retired, and the following preamble and resolutions were unanimously passed, after remarks by Prof. Gammell and Dr. Robinson:

WHEREAS, The Rev. Alexis Caswell, D. D., LL. D., after four years and a half of honorable service in the office of President of Brown University, has resigned that office, and his resignation has been duly accepted, therefore

Resolved, That the Corporation deem it their duty and a pleasure to place on record their grateful recognition of the conscientious fidelity and acceptableness with which he has performed the duties of that office, of his care for the moral and religious welfare of the students, of his important labors and influence in obtaining liberal donations to the permanent funds of the college, of his recent successful efforts to greatly enlarge and admirably arrange for use and preservation the collection of valuable specimens in the department of Natural History, and of his uniform urbanity and Christian intercourse; and that the very best wishes of this body accompany him as he retires from this last honorable service, after having previously devoted thirty-five years of his life to academic instruction in this University.

Voted, That the Secretary present Rev. Dr. Caswell with a copy of the foregoing resolution.

A committee was appointed formally to introduce President Robinson to the students.

NORTH PROVIDENCE.—The Smith's Hill Grammar School, E. H. Howard, Principal, has sent to the State Normal School, five excellent pupils. If any other single school outside of High Schools, has done as well let us hear from it.

CHURCH HILL SCHOOL-HOUSE has been new seated throughout with Thurston's handsome single desks and chairs, which are so arranged as to give the best possible light from the windows to the pupils, greatly to the relief of the teachers', each of whom have heretofore been obliged to face three large windows. New floors have also been laid in the upper rooms. We noticed in Miss Jenks' room that nearly all the pupils were provided with handsome desk cloths. This school has for years maintained an excellent reputation.

AT MOUNT PLEASANT on the afternoon and evening of September 25th, the former pupils of Jencks Mowry, Esq., give a grand re-union, every former pupil is invited to attend and to send his name and address immediately to George H. Armington. Providence.

CRANSTON.—The school-house at Knightsville should be repainted on the front, a belfry built, and the fence repaired and painted. A very small sum of money, properly expended would transform a decidedly shabby looking building into a handsome school-house.

LINCOLN.—This town has made a special appropriation to the Lonsdale High School, payable quarterly. It is therefore, for the present year at least, a High School for the town, and pupils who have the requisite qualifications, can now attend this school from all parts of the town free of charge.

MR. G. E. WHITTEMORE, who for the last few months has taught the Grammar School at Phenix, to the complete satisfaction of all concerned, has refused a re-engagement as Principal at a salary of \$100 per month, and has entered into business pursuits. If this means the abandonment of teaching as a profession by Mr. Whittemore, it is a move he has been considering for some time past. He has taught in our State for some six years with great success. We doubt if Mr. Whittemore easily loses the deep interest he has always taken in the cause of Common School Education, whatever pursuit he may follow. The vacancy is well supplied by the appointment of Mr. Lester A. Freeman, an able graduate of our Normal School. As Principal of the school he will undoubtedly achieve success.

B. G. NORTROP, Secretary of the Connecticut Board of Education, has accepted the offer to go to Japan and take charge of the educational interests of that country.

LOWELL MASON, the veteran music teacher, who did so much to cultivate a taste for good music fifty years ago, the grandfather of all our good singing to-day, died at Orange last month, aged eighty.

MR. O. H. KILE, Principal of the public schools in Westerly, has been invited to accept the Principalship of the Kansas State Normal School at Leavenworth. Salary, \$2,500.

FRANK B. GREENE, son of Professor S. S. Greene, and a recent graduate from Brown University, has been added to the corps of teachers of Worcester Academy.

WARREN.—This town seems determined to get the best of teachers for her High School, Mr. Peck being followed by Mr. Andrew J. Jennings. Warren does not, as some places in our State do, insanely wander out of our own State and trade for teachers, as the boys say, "sight unseen," but prefers to choose from those whom she has seen to do good work. Mr. Jennings, though from Fall River, has resided almost constantly for several years in Providence, where his superior scholarship, judicious management of affairs intrusted to him, and cordial bearing, have won him golden opinions from his friends and associates. He is peculiarly adapted to lead and govern that class of pupils usually found in our High Schools. Warren, like other places, might have gone further to have fared worse.

AN OCTAVO NOVELTY PRINTING PRESS, chase 6½x10½, with several fonts of type, rules, leads, furniture, marble top case, etc., all as good as new, for sale very low, at the office of D. R. Whittemore, No. 98 Weybosset street, Providence. The best Amateur Printing Press made; any intelligent boy can do excellent work on this (bed and platen) press, and as it works by treadle, with considerable rapidity. No better educator for a boy can be found than a printing office. Only reason for selling, is that his business requires the whole time of the owner.

THE GERMAN TEACHERS have held an important convention at Hoboken, at which matters of great interest were discussed. One of the topics was the relation of the German to the American Schools, and the suggestion to regard themselves as Americans, and acquire the language of the country, was received with marked approval. The Bible was not used as a wedge to divide those who are or ought to be united, and next year it is proposed to meet at the same time and place as the American teachers. All of which shows the best sense and sentiment.—*Golden Age*.

THE REV. JAMES A. DEAN, of Providence, has been chosen President of the East Tennessee Wesleyan University.

AT A MEETING of the State Teachers Association of Pennsylvania, held recently at Philadelphia, Mr. Mori, the Japanese minister, made an address strongly favoring the progress of education in his country, which had received an impetus from this country. He was elected an honorary member of the Association. Mr. Mori's address was delivered in good English and was well received.

PROFESSOR WINCHELL, of the Michigan State University, has accepted the Presidency of the Syracuse (N. Y.) College.

WHAT THE WEST THINKS OF US.—A recently published Western geography says of R. I. "This is the smallest of the United States, and lies south of Massachusetts. It comprises the islands in Narragansett Bay and the country surrounding it. The manufactures resemble those of Massachusetts. Rhode Island has two capitals: Providence on the Blackwater River, and Newport on an island in Narragansett Bay. Smithfield and Pawtucket are important manufacturing cities." Good for Smithfield, whose population is about 2,600, mostly engaged in farming.

TECHNICAL SCHOOLS IN GERMANY.—Germany has an extraordinary number of schools for special preparation for industrial pursuits, including schools for architects, engineers, business men, soldiers, farmers, musicians, sailors, surgeons, gymnasts, and for mechanics, designers, telegraphers, artists, wood-cutters, builders, pharmacutists, printers, sewing-women, glass-makers, and for women in various

useful branches of arts and sciences, mechanical trades and pursuits. The census of the literary productions in Germany, showed over 10,000 works in 1870—1,400 in theology, 100 in philosophy, 1,000 in "pedagogy" (the art and science of teaching), 700 in history, 1,000 in law, 100 in mathematics, 250 in geography, 250 in war, 400 in medicine, 500 in natural history, 800 in modern languages, 400 in technical education, 200 in architecture, 350 in agriculture, 100 in woods and forests, 275 in popular works, 275 in young folk's literature, 390 mixed works, and 250 maps.

THE MINISTER OF EDUCATION of Austria has requested the United States to present at the Vienna exposition a representation of common school instruction adopted in this country.

LITERARY MEN hold out well. Mr. Carlyle, Sir Charles Lyell, and Mr. Darwin are all over three score and ten. Sir Roderick Murchison recently died in full harness at a very advanced age. Of French authors, Michelot, who has just published his thirtieth historical work, "History of the Nineteenth Century," is seventy-four; Guizot, at the age of eighty-five, is publishing a history of France in monthly parts; another busy historian, Mignet, is seventy-six; Victor Hugo is in his seventy-first year; and Littré of the same age, still contributes an occasional book, and edits a review. America's older literary gentlemen are all well advanced—Alcott, Emerson, Longfellow, Bancroft, Holmes, and numerous others. Socrates, at an extreme old age, learned to play on musical instruments; Cato, at eighty years of age, commenced to study the Greek language; Plutarch, when between seventy and eighty, commenced the study of Latin; Boccaccio was thirty-five years of age when he commenced his studies in polite literature. Yet he became one of the greatest masters of the Tuscan dialects; Dante and Petrarch being the other two. Sir Henry Spelman neglected the sciences in his youth, but commenced the study of them when he was between fifty and sixty years of age. After this time he became a most learned antiquarian and lawyer. Dr. Johnson applied himself to the Dutch language but a few years before his death. Ludovico Monaldesco, at the great age of one hundred and fifteen, wrote the memoirs of his own times. Ogilby, the translator of Homer and Virgil, was unacquainted with Latin and Greek till he was past fifty. Franklin did not fully commence his philosophical pursuits till he had reached his fiftieth year. Dryden, in his sixty-eighth year, commenced the translation of the Iliad; his most pleasing production.

PUBLISHER'S DEPARTMENT.

The Fall campaign has now begun. By the time this number of THE SCHOOLMASTER reaches its patrons many, if not the most of them will have entered upon their Fall work. We trust they all return to their posts refreshed and renewed in body and soul by the vacation, and that they are determined to push their work with new vigor and enthusiasm. To do this they must be awake and watchful of all the progressive steps which are constantly being made in the educational field. One place to study these progressive movements is in the advertising pages of THE SCHOOLMASTER. We therefore take pleasure in calling attention this month to several new and important features in the school book line.

First of all we would call attention to Thalheimer's Ancient History, published by Wilson, Hinkle & Co. See first page for this and other novelties.

Those in search of text books on mathematics, should examine Olney's Series. Messrs. Sheldon & Co., of New York, have something to say about them on the second page.

Should you desire to investigate this subject further, as of course you will, you will find the merits of Eaton's Series set forth in a very clear way on the page following the reading matter, by the enterprising house of Thompson, Bigelow & Brown.

Messrs. Eldredge & Bro., Philadelphia, announce several new books of general interest, besides two volumes of their classical series.

For a number one educational journal, to take with *THE SCHOOLMASTER*, read the "Normal School." See advertisement.

A new book for beginners in Latin has been published by the live Chicago house of S. C. Griggs & Co. Turn to third page of cover and read what they have to say about that and other books.

Messrs. E. H. Butler & Co., have an announcement for this month, that will interest our readers generally. Be sure and see it.

Those who will want to order the famous "P. D. & S.," Writing Books will thank us for calling their attention to the change that has taken place in the Boston Agency of the publishers thereof. You will find their announcement on last page.

It will be needless we presume, to ask if you have seen the last page of the cover. Still it will do you no harm to glance at it. It will not take long, for indeed "he who runs may read."

OUR BOOK TABLE.

A FIRST LATIN BOOK. Introductory to Cæsar's Commentaries on the Gallic War. For use with Harkness's, Andrews & Stoddard's, Bullion & Morris's, and Allen's Grammars. By Daniel G. Thompson. Chicago: S. C. Griggs & Co.

It is the author's aim in this book, as he tells us in his preface, to construct such a philosophical method for the study of Latin, that it may be pursued equally well with one text-book in grammar as with another. In the fulfilment of this design, the author has, in Part I, introduced the verb, noun, adjective and pronoun in a series of exercises for translation from Latin into English, with copious references to the several grammars now most in use. Part II. is taken up with the first twenty-nine chapters of the Gallic War. The remainder of the book is occupied with an attempt to clear up the difficulties which cluster around the new or Stern method of inflection; in an analysis of the *Oratio Obliqua*, a vocabulary, and several other minor topics. While the book presents little that we have not had before, it brings together several ideas and puts them into practice, that are really of great value. In preparing a class for college, such a book would be preferable to any common reader.

We noticed one or two slight errors or omissions, but those we presume, are to be referred to the printer. We have no doubt the book will meet with a cordial reception in our preparatory schools.

EASY EXPERIMENTS IN PHYSICAL SCIENCE. By Le Roy C. Cooley, Ph. D., Professor of Natural Science in the New York State Normal School. New York: Charles Scribner & Co.

This handsome little volume will be eagerly sought and highly prized by all teachers who are obliged to teach the Natural Sciences, without costly and expensive apparatus.

The experiments are systematically arranged in groups, and are such as intelligent boys and girls can themselves perform with little or no assistance, and are evidently both practical and instructive.

THE WHISPERING PINE. By Elijah Kellogg. Boston: Lee & Shepard.

Another volume from the pen of the reverend story-teller! It is truly wonderful, how Kellogg and Optic can find the material for their continued productions. This is one of a new series, and bears the same characteristics of interest and power that the other books from the same pen possess.

QUESTIONS FOR WRITTEN EXAMINATIONS. By John Swett, late Supt. Pub. Instruction Col. New York: Ivison, Blakeman, Taylor & Co.

This Hand-Book contains 200 sets of questions, both for the examination of teachers and of pupils. They are collected and collated from the different cities of the Union, and thus give examples that have actually been tested. The book will prove of great value to every teacher, as enabling him to get a set for use much easier than in any other way.

HUMAN ANATOMY PHYSIOLOGY AND HYGIENE. A Text Book for Schools, Academies, Colleges and Families by Joseph C. Martindale, M. D. Published by Eldredge and Brother, 17 North Seventh street, Philadelphia.

This is a good book, how much better or inferior to books of its class we will not attempt to say. It looks well, it reads well, and if it teaches well, it will accomplish the ends for which it has been made. If it is as good as it appears on the surface, the hopes of author and publishers will be realized.

STUDIES IN THE ENGLISH OF BUNYAN. J. B. Grier, Tutor in Modern Languages, Lafayette College, Easton, Pa. J. B. Lippincott & Co., Philadelphia, 1872.

This book is the result and scope of a single terms' teaching of our English Author. It is clear, sensible and intelligent, and marks out a new method of study in our best English works. We recommend this work most heartily to teachers, general readers and students.

PARKER'S PHILOSOPHY NATURAL AND EXPERIMENTAL. Professor of Physical Science, Brooklyn Polytechnic Institute. Published by Collins & Brother, 370 Broadway, New York.

This work has been a favorite in our schools for many years, and its revision gives it a new lease of life, and a new claim upon public patronage. Additions, corrections and emendations to the old Philosophy, render the work of great value to the students of the present day.

OUR EXCHANGES.

THE vacation months have cost us the company of our welcome friends, the "Exchanges," and we hail their appearance on our table, after eight weeks of mental dieting and literary fasting, with a new joy and a keener relish than ever before.

SCRIBNER for August has an article, "What is Your Culture to Me?" by C. D. Warner, of Hartford, author of "My Summer in a Garden," which we most heartily commend to the perusal of every one. It is a rare paper, in that it is equally valuable to the man of culture and to the ignorant man. No one can read it without being aroused to a truer mode of life. The September number of the magazine opens with a very readable sketch of "Paris and its Environs," by Edward King. Those who have read *THE NATION*, a book written by E. Mulford, will only need to be told that he has contributed to this number an article on F. D. Maurice, the famous clergyman of England, lately deceased. Poetry, Art, Travel and Fiction are all represented in the table of contents.

LIPPINCOTT for September contains two illustrated articles, "Through William Penn's Low Counties," and "Wanderings in Palestine;" both exceedingly good. The former is especially interesting, and is very suggestive in the line of a practical solution of one of the social problems now pressing upon our attention. Every one who has traveled and put up at a "first-class hotel,"—and who has not?—will relish "The Great American Hotel." "Reform on Two Stools" gives the writer's ideas of the present political situation, and is good reading. The usual departments are well kept up.

SEPTEMBER HARPER opens with an illustrated article on "Venice, Lovely Venice," which is very complete. *Porte Crayon*, always good, contributes number five of his Mountain Sketches. "Round by Propeller" shows one how to do the Great Lakes for a Summer excursion. Castelar's trenchant papers on the Republican movement in Europe here reach number four, in which he discusses the question from a Slavonic standpoint.

The Serials "drag their slow length along," while there are several short sketches and stories. The *SCIENTIFIC RECORD* is unusually full and interesting. There is material enough in each number of Harper of this kind to furnish entertainment and delight to any school above the lowest grades. Teachers do not avail themselves of half the means in their reach, for interesting and instructing their pupils.

GODEY, *the Lady's Book of America*, maintains its reputation in the September number. While there is some that is useless and frivolous, still, in the hands of a wise and sensible woman, the book is a valuable adjunct to a household.

What shall we say for the September *NURSERY*? We have already, in the past, run the round of conversation, and we can only repeat. It is inimitable, and the little folks are to be commended on their fortune in having so nearly a perfect book for their regular entertainment.

OLIVER OPTIC loses none of its crisp, racy and vivacious manner from the contact of the warm summer months. Each month brings new treasures from the heads and hearts of its favorite contributors.

Among our most valuable exchanges is the CHRISTIAN UNION. Though but child in years, in power and influence it is a full-grown man. Should it prosper in coming years as in the past, who can estimate its power for good in our land.

We desire to call the attention of our readers to the SUNDAY SCHOOL TIMES, as a paper well worth their attention. There is no paper printed better worth the careful consideration of a thoughtful teacher, whether in a day or Sabbath school.

THE ATLANTIC for September contains articles by Bret Harte, Parton, Whittier, House, Dr. Mills, Bates, Martin, Seymour, Hague, and Holmes. This number is among the best of the year. All good readers enjoy the Atlantic and read it.

ECCLECTIC MAGAZINE. The *Eclectic* for September is at hand. It furnishes its readers by way of embellishment with a fine portrait on steel of Dr. DÖLLINGER, the great German Theologian, the leader of the opposition to Papal Infallibility, and one who gives promise of being the Luther of a new Reformation.

The table of contents have been selected with an eye to midsummer reading, and among the more solid papers which the *Eclectic* always contains, presents an attractive variety of light and entertaining literature. The leading article is an enjoyable essay on "Wit and Humor," abounding in shrewd analysis and apt quotations. General CLUSERET, of Communistic fame, gives a suggestive account of his "Connection with Fenianism;" "Thoughts upon Government," by ARTHUR HELPS, is continued; there is a fine lecture by W. C. CLARK, on "The Middle Ages and the Revival of Learning;" and papers on "Clever Fishes;" "Chauteaubriand;" "From Cairo to Athens;" "Romance of Arithmetic;" "The Recent Fossil Man;" etc. "The Strange Adventures of a Photon" is continued, and there is an excellent short story by the author of "Patty," "Barney Geoghegan the Irish Member," is a highly amusing caricature.

Published by E. R. FELTON, 108 Fulton street, New York. Terms \$5 a year: two copies, \$9. Single number 45 cents.

THE NATIONAL SUNDAY SCHOOL TEACHER for September comes in good time, and as usual, full of good matter. Rev. Geo. A. Peltz tells "How to study a lesson," Dr. J. M. Gregory shows that the "Sunday School is not an Experiment," and Rev. C. H. Richards gives a concert exercise on "The Gospel of the Flowers." Among the miscellaneous articles are, "How to treat a sulky child," "Temperance work among Children," "The Sunday School Concert," and an unusually interesting editorial on the National Series of Lessons for 1873. Adams, Blackmer & Lyon, Publishing Co., Chicago, Ill.

FRANG'S MAP OF BOSTON is a neat and beautiful thing. It is a pocket edition with the latest surveys and improvements in progress. It contains a directory of streets, hotels, &c. Teachers can use such maps to good advantage in their schools.

MEETING OF TOWN SUPERINTENDENTS OF SCHOOLS. The Superintendents of Schools, of the several towns of the State, are invited to meet at the office of the Commissioner of Public Schools, on Saturday, September 28th, at half past nine, A. M., to consult together with reference to our public school interests.

The German Universities.

THE GERMAN UNIVERSITIES were, in most cases, founded by the sovereigns of the different States, who endowed them with lands and money,⁴ and whose name they frequently bear. Thus *e. g.*, the official title of the Berlin University, is the "Frederick William University," because it was founded by Frederick William III.

Their present position and thier relation to the government is regulated by their two-fold character as nurseries of free science and as seminaries for the education of the civil officers of the government. Most of them possess a considerable endowment, but for the demands of modern science this is but rarely sufficient, and most of them enjoy large subsidies from the State. It is, therefore, but natural that the government has the supreme authority over the universities, and even appoints the professors, taking into consideration, however, the recommendations of the faculties. In Prussia there are special officials (*curatores*) who form the connecting links between the universities and the government. In most cases this office is held by one of the professors, who is appointed by the government. By another prerogative the government has the exclusive appointment of these professors, who are entitled to hold examinations for positions in the civil service, including ministers, physicians. (*Staats examina.*)

At the head of each university there is a "rector," who is annually elected by the professors from their number, and who has to exercise the general supervision of the whole university. In his functions he is assisted by a "senate," in some cases consisting of a committee of professors elected annually; in others, comprising all the "ordin ry professors," and by the "curator." The professors are either "ordinary," or "extraordinary" professors; the former, enjoying higher rank and greater emoluments, are appointed for special branches of science, on which they are obliged to lecture, and are eligible to all academic offices; the latter lecture on subjects of their own choice. Besides these there are so-called "private professors," (*privat doctenten.*) Any student who has finished his studies, may acquire the privilege of holding lectures at the university (*venia docendi*) by the so-called "*habilitation*," *i. e.*, an oral examination, the defense of some thesis in a public disputation, and in some cases a trial lecture. He may then lecture, but without, as yet, enjoying the rank and pay of a professor. This is in most cases, however, the first step towards obtaining a professorship.

An Austrian savant is said to have discovered by means of a microscope, in a stone taken from the pyramid of Dashour, many interesting particulars connected with the life of the ancient Egyptians. The brick itself is made of the mud of the Nile, chopped straw, and sand, thus confirming what the Bible and Herodotus have handed down to us as the Egyptian methods of brick-making. Besides these materials, the microscope has brought other things to light,—the *debris* of river shells, of fish, and of insects; seeds of wild and cultivated flowers, of corn, and barley, the field pea, and the common flax, cultivated probably for both food and textile purposes, and the radish, with many others known to science.

The Rhode Island Schoolmaster.

OCTOBER, 1872..

VOLUME XVIII.

T. W. BICKNELL, Editor.

NUMBER X.

SHALL OUR GIRLS GO TO COLLEGE?

"It is a somewhat mournful thing," says Bishop Clark, in an article on "Our Colleges," in the *Christian Union*, to take up a nicely printed and delicately tinted college catalogue, and in the beginning see a long list of trustees and fellows and professors and tutors, and in the end the outline of an elaborate four years' course of study, with prizes and honors and scholarships and terms of expense and rules for entering; and then between them to see one page for seniors, another for sophomores, and another for freshmen, none of them filled; and then, turning to the summary to read: Total thirty-three; five on the partial course, and absent with leave, four.

"This college must have buildings and books, and apparatus and endowments; it may have able and learned men in the faculty; but dreary and forlorn must it be for such accomplished gentlemen to expend themselves day after day and year after year upon a class of eight or ten students, when it would require no greater labor to instruct fifty or one hundred, not to speak of the higher stimulus imparted to the teacher by the increased number of the pupils."

I think it also a mournful thing that all about these colleges, within a radius of a few miles, may be found young people who would be willing to pawn part of their lives for the very advantages these schools afford and in vain.

It has been recommended that these scattered colleges be gathered up and made into a few grand universities—as if it were any easier thing to draw up by the roots one of these established institutions with its “long list of trustees and fellows and tutors, even with only a handful of students to be registered in its “tinted” catalogue. It is as if we were advised to tear down the village church and transport it to the neighboring city, where there are so many churches, and where so many people attend divine service.

But we need all these schools. The world is not too full of culture. Have we too many accomplished teachers for all those who need to learn? If there is much power running to waste, there is also a great want in the world that such power alone can supply. Light in the light-house, but ships wrecked on rocky shores because the light is hidden when ships of a certain line go by. Let it not be said that all has been done that can be done to utilize this educational power, so long as only a few of the universities have invited the girls to come in. Half the rising generation persistently excluded from our best schools! Our best schools (and none of them too good!) ignoring the fact that the world is calling for better teachers, better *primary* teachers, better mothers, more self-poised and consistent women, and letting their wisdom run to waste rather than bestow it upon the girls!

I always grow indignant when I think of this. I want to ask the fathers of this land what they have been thinking about these long years—how it has come to pass that while the mothers have nursed the boys and the girls in their childhood, the one class as tenderly as the other; they, the fathers, have not made equally good provision for both classes when they come to need the outside training of the schools? I remember, however, how our good things have come to us, one by one, first to the few, then to the many, fruits of the gradual growth of civilization, and not the result of any deep-laid plot or plan on the part of mankind, or any portion of mankind; and I try to be grateful for what we have—to make the best of it, and to look forward hopefully to the future and the millennium.

There are in the United States, according to Bishop Clark, 368 colleges with an average of 135 students to each one. Some of these colleges are probably a great deal better than others, and some of

them may not be worthy of the name ; nevertheless, such as they are, they are our best institutions of learning. The best culture and wisdom of the land is found among their boards of education, the best appliances for instruction, the largest facilities that money can furnish are found in their recitation rooms ; and the fact that these rooms are only half filled with students, when there are those in the world who ought to be students, and who would be if they might, ought, it seems to me, to settle this matter of "Female Education" at once. The objections to the rational plan of bringing in the girls to fill up these vacant seats in our universities have been gravely stated by our learned men, and as gravely discussed as ever the savans of ancient times discussed the "number of grains of corn in a heap," and plain people have listened until they have been so lost in the mazes of their logic that they have come to doubt that two and two make four, or that girls should be educated at all. The objections fairly stated are the best arguments in favor of the plan.

For example: "A woman may not be strong enough to take a college course of study." Strong enough to take both Adam's and Eve's share of the curse, to gain her bread by the sweat of her brow, and endure besides all the anguish that a woman only can endure and live ; and serious men doubt that she may be able to undergo a little decent preparation for the work of life, which work, with or without the preparation, she must meet.

Then there are the "proprieties." Young men and women may meet in the social circle, in the dance, at conference meetings and on the public promenade, and talk on any subject they choose ; but they may not stand up in the same class-room and talk about the laws of God manifested in nature, or listen together to what our wisest thinkers have to tell them about these things. Should they do so, they might outgrow some of the small talk prevalent in society ; they might, besides, have opportunities to find out something more about the real mind and character of their (to-be) life-long companion than it were possible by gas-light. To be consistent in the "proprieties" we should turn Turks at once.

The matter of mixed boarding-houses is entirely separate from mixed schools, and ought only to be considered as among the preliminaries of how it is best to be done, after the thing to be done is decided, and need not necessarily be considered at all.

But the *Independent*, and a few pioneer journals that make it a business to clear up the roads a little in advance of civilization, tell us that this matter ought to be considered settled; that the wise men of the west have taken counsel of the Mikados of the east, and Cornell University and the University of Michigan have said to the girls: "Enter, if you will." Will they? A few of them, yes. But if Yale, Harvard, Amherst, and all the rest should open their doors tomorrow, the girls would still find barriers enough to keep out all but the most enthusiastic, the most conscientious, or those who have the wisest and most thoughtful parents.

It was only last year that the mothers of the boys at Amherst sent a petition to the trustees of that institution praying that their doors might not be opened to young women. Perhaps such action on their part might have been expected. It is a notorious fact that a free High School is opposed by the very class which needs it most, viz.: the poor who have no taxes to pay and many children to send. Every high-minded community keeps it up, however, and pays the taxes and urges the poor parents to send their children in.

Suppose our Puritan Fathers, when they founded a church in the wilderness, and established by its side a school for their sons of the very best material they had, had at the same time established it for their daughters, and made it as necessary for them to reap its advantages, would there not have been a difference to-day in the views of the mothers in regard to the education of their daughters? One at a time our blessings come. Our Puritan Fathers saw some things clearly, but both their eyes had not been opened, else would the mothers of to-day be blest with a clearer vision. As it is, there must be time to create a public sentiment in favor of educated women.

Educated *teachers* are at a premium now. Mothers and fathers begin to find that it "pays" to send to school the girls who may have to earn a livelihood; and marrying, men begin to question if a knowledge of arithmetic would not be a good thing in a housekeeper, and if some of the simplest laws of philosophy, chemistry and physiology might not make a difference in their domestic comfort as well as in the bills of the family physician. I have little sympathy with all this; yet I know that the American Revolution might never have taken place if it had not been for the tax on tea. So near the pocket lies the soul!

The need of good primary teachers cannot be over-estimated. Dr. Holland has been saying all the winter in his popular lecture, "The Undertow," that he thinks it would be better to throw away the grown-up generation of sinners, and spend the time and talent of the world in trying to educate rightly the tender little ones. With regard to the importance of proper culture for children he is certainly right. I think it would be better that the learned and accomplished gentlemen of the university, if they may not add to their class of eight or ten students, the eighteen or twenty young women who are to be the future primary teachers of their town, should give it up altogether and go themselves into the crowded public schools and bestow the weight of their wisdom on the lever that lifts the foundations of both social and individual life.

We need educated mothers, no doubt. She must be something more than human who can govern, guide, teach, be a helpmeet to her husband, look well to the ways of her household, and train up her children in the right way, by instinct. A mother, of all mankind, should be strong, self-reliant, far-seeing, logical, intelligent. She must have every faculty under control, developed to its utmost power, and in perfect working order. We have only to open our eyes to see all around us the sad results of weakness and incompetency in the feminine head of the household.

And yet I would not urge our young women to make the best of their time and talents in order to become good primary teachers, or even good wives, or the best of mothers. I think there is a better ambition, and one that should sway every feminine mind, viz., to be a woman worthy of her creation—for she, we are apt to forget when appointing spheres and vocations, was made in the image of God and invested with the dignity and responsibility of choice.

There seems to be a tendency in this practical, i. e., money-making age, to educate our children for trades and professions, (speaking of girls, we say "spheres") as if "getting on" were the primary object of life. Once, in *Harper's Monthly*, I saw a serio-comic sketch of the way things might be done in the next century, allowing this practical tendency to be fully carried out. There was a blacksmith, for instance, who, by a process of gymnastics, begun in early childhood, had had his arms, shoulders and chest remarkably developed,

while his head and legs were scarcely anything. An editor was all head with only one arm and just fingers enough to hold a pen, while a jeweler had nothing in the way of corporosity, but one piercing eye and a pair of skilled hands. There are, I believe, such mental monstrosities in the world to-day. I do not think their existence should be justified by the theories of our literary men, by the advice of those who make it their business to think.

I find in the *Educational Monthly* for March and April, an article which has been copied into other school journals, on Female Education, characterized by this sentiment. The writer of that article believes that the "proper and efficient education of girls affects, to a great extent, the national well-being." He finds this education not only "wofully neglected," but "utterly unfitted to the duties and circumstances of life;" and he prescribes what? Instruction in the art of needlework and cooking, and other feminine occupations; the *elementary* laws of physiology, natural history and botany, added to geography, history and arithmetic; every thing, in short, that would be needed in a mother, housekeeper, or primary teacher; and thinks by the time a girl were sixteen or seventeen years of age, she would be in a position that, come what would, she would be prepared for it. Shall we never have done with such nonsense? I beg "G. R. C.'s" pardon, but I believe that it is just such talk as this from our educational authorities that is responsible for the state of things in the feminine educational world which "G. R. C." deplures. Why should we, contrary to the best theories of education, determine *a priori* a girl's sphere, and then try to train her for it? It is the province of education, says Herbert Spencer, "quietly to unfold one's own individualities to the full in all directions."

Mr. Carlisle reiterates that it is the business of the university to teach a man how to read and how to learn. It is not, he insists, the function of such a place to offer particular and technical knowledge, but to "prepare a man for mastering any science by teaching him the method of all." According to our wisest thinkers, it is the province of the schools to give one accuracy, discrimination, judgment, the power to do one's own work in the best way. And we want for our girls an education that shall unfold the individualities of each one to the full, teach each one to find out her own vocation, and give her

power to perform its duties wisely and well. It is for this that we need the best training the world can give, the best schools and the highest incentives to enter these schools, a public sentiment in favor of educated women, and, more than all, a consciousness on the part of woman that all grand truths and principles are meant for her, and good for her. I am tired of this picking to pieces of God's truth, scattering separate bits here and there, as if there were not enough for all. "Get wisdom," seems to belong to men; "Love thy neighbor," to women. I am tired, too, of the modern feminine ideal. Frail and delicate flowers are the favorite emblems; helpless, clinging vines are the models; and ignorance, and meekness, and dependence are taught to the girls as prime graces; and it is as much the fault of society as of the fashionable school that their education has become not only a sham but a lie. I hope I am making myself understood. I believe that one grand reason why there has not been more suitable provision made for the mental development of our girls, is the theory, openly avowed and defended by our religious men and by our professional thinkers, that the sphere of woman is only wifehood and motherhood, and that whatever has been supposed to fit or unfit her for that vocation, has been made the test of value or worthlessness in her training. As we have advanced in civilization it has been shown that intelligent mothers could do better work than ignorant ones; so, gradually, as this idea has grown, the privileges of study have been opened to woman. Good has come out of evil, but it is time for us to speak the truth when we know it. It is not the chief end of man to propagate the species. The "Assembly's Shorter Catechism" was nearer the truth. The Christian religion teaches a better doctrine, and one more consistent with our ideas of God. I know that ignorance and drunkenness and slavery, the divine right of kings, and the denial of free speech, have all been proved right by the Bible; but I hold to that glorious book of principles yet; and in the face of all the divines, learned in the lore of theological seminaries—and I highly respect them too—I dare insist that the "virtuous woman" described in the Proverbs is a better model than many of the men of the pulpit hold up before us to-day; that strength and honor and wisdom are as good for a woman in the nineteenth century, as in the old-fashioned time of the "wise man."

I protest against the talk of spheres and vocations. I wish that every woman might be conscious of her right to decide her own "sphere;" I wish the world would cease its meddling in that direction, and help her, instead, through its best schools to understanding, accuracy, judgment, so that she may decide wisely for herself. I wish, finally, that the girls might be sent to college, as Edward Everett Hale says the boys are, "to lay a foundation on which, when the time comes, they may build such an edifice as the good God may order."—*F. K. Kile in American Educational Monthly.*

CONCERNING BOYS AS PUPILS.

If there is any well-conditioned boy among your pupils, ye readers, who is not in hope some day, not far distant, of either visiting the cannibals, catching a veritable bear, or being cast away on a romantic and productive desert island, then he stands a notable exception to boys in general the world over. A queerer conglomeration of oddity than a boy's mind, moved by all his aspirations, wishes, fears, in his helpless and innocent ignorance, cannot be found among the order of mammalia. Either he would be a noisy generalissimo, plumed, cannon-stunned, feted, at the head of his thousand followers, or a Robin Hood, of merry-men adored; a valorous discoverer, faint, dispirited, but with a new country just beyond the horizon to be called after his name, or some great, wakeful, untiring worker, feeding the world with knowledge. He would be great, good, but not quiet,—ah, no,—the bray of the cannon, and the shock of armies for him—the thick of the fray, the shout of battle, the huzza of victory.

"Me,—a quiet, snuffy old gentleman in my old age, hobbling about with a cane, with no thrilling tale of my manhood to tell, no exploit to light up my last days with glorious recollections? No. It is not for me," he says, "this quiet, useful old man's life of plodding toil. I would strike for my country and conquer, and die, with laurels on my brow."

You cannot allure this boy with motives of quiet usefulness and important drudgery. But you may gain his heart by a tale of prowess. The story-tellers of the day know this well. Of these I think honestly that Oliver Optic has most of all influences to do with them, and, excepting the Dime Novels, no one motive affects their thoughts, aims, ambition, greater than that prolific author, whose schemes are marvels of thought and wonders of invention, the simmering of whose plots, found in the unheard of skill of some over-brave youth fill, and—the mischief is, inflate the head of every boy, who industriously reads them, with the puff and odor of their vapor. It is a force, weak enough in itself and feeble enough in its development as we grown-up people feel, yet it affects the boy's deep-laid plans a long time. The passion to go West* is born of the boy-literature of the day, much as the desire to go to sea was begotten of the yellow-covered literature of a past generation. Yet, this is not so thoroughly mischievous as the reading contained in our Sunday School libraries, which may be simply named "bosh and nonsense." Without plot, point, flavor, wit, sense, or truthfulness, long, exhaustive, the gayly decked Sunday School story books flourish like rank weeds in a garden untilled. These are appropriated by the boy restricted from roaming at will in the circulating library. They are supposed to be innocent because they appear utterly harmless, and because they bear the label of a Sunday School. Yet one who reads over per force a dozen of the most silly of them is fain to utter a wish that some humanly wise destructive power might utterly restore to their prime elements of pulp and kerosene oil, and lamp-black, and gold-leaf, much the greater portion of the over-thrifty stuff, and so leave room for a few well-selected books. The regular novel, bad as it may be, is rather preferable. Miss Austin and Thackeray were more innocent reading for such devourers of literature than these.

They are, we must be aware, the boys of the school who become infected by the Optic epidemic,† the Dime-novel disease, or the Sunday-school-volume languor. I need not stay to describe the symptoms of these abnormal states of the mind. Healthful, vigorous brains, untainted by these and similar influences are alone able to attack with

*To hunt panthers—not to do business, mind.

†Epidemic—A raging disorder—This epidemic *devours*.

vigor a stiff mathematical problem or turn over a dark question in physical science. You may know why brains fed with such inedible food fail in attacking and appropriating real knowledge. You, indulgent reader, may say, we grant that a crude, insatiable taste guides the choice of books, and the choice is father to the demand. Yes, and we reply, the market aims to supply such a demand. Should a prolific press fill up the book-shelves of the stores with gilded trash, can a publisher continue to be condemned for turning an honest penny if we choose to go on buying his wares? Ah, why, let us sigh, cannot the travels, adventures brief, sketchy histories, and biographies of a nobler literature be invested by means of illustrations, open paragraphs, leaded type and broad margin, with an equally attractive charm?

Let us not sigh longer. To come down from vain regrets we must be willing to find an answer for our question in the knowledge that the gold-bedecked, shallow-deep story, and the stunning story of wonderful boys, and the thrilling story of hunters who talk in backwoods style, are books that sell. Here we are, then, on what the provincial tongue terms "hard pan." But you and I need not buy them, and we can tell our friends and our neighbors what we think of them, and, by-and-by, the publishers must print a different class of books for us, at least, or sell their goods in a market farther away. We like to see the New York Weekly, we think the tales of highwaymen and the negro song books form a pleasing contrast in colors upon the counter of our periodical-man whom we will not blame for buying and selling whatever respectable literature he finds a profit in. Yet this kind of literature surely debases the mind much as sweatmeats spoil the stomach. As too much candy and cake bring down the tone of the digestive forces so that good bread is loathed, so the sweetly sickliness of the prevalent boy story unfits the brain for a good hearty adventure in real life. If your boys read the "Bloody Hand," can they turn over with pleasure the fresh healthy pages of Irving's "Voyages of Columbus"? Having read one or two of the "Sea and Shore," "Plane and Plank" series, how spoiled is their appetite for such a book as Dr. Kane's "Arctic Explorations." An hour or two plodding through weak, effete, "Nellie's School Days," gives rest only by contrast for the "August Stories" of Jacob Abbott. It is un-

fortunate, is it not truly so, that in the school arise the worst of the effects of such thoroughly mischievous reading. The wishy-washy story-book Tom has this morning read has bereft him of energy he might have used upon the few little problems his tender teacher thought best to afflict him with. It was the "Boy Hero of the Plains" in a gaudy coat who rode off with a geography lesson he ought to have learned. How, in a good manner, to control the mischievous tendency upon the boy-pupil of such books as I take occasion here to disapprove is, for the teacher and for his pupil's good, the most serious question of the day. No serious obstacle to the boy's growth into manliness, if he only sleep well, eat judiciously and keep body and hands clean, can be found beyond the influences of his own heart except these gaudy, flashy imitations of a healthful literature.

HENRY CLARK.

Pawtucket, R. I., August 28, 1872.

HOMER AGAIN.

Few books maintain their hold upon the Atuan race as do the Iliad and the Odyssey. The Iliad, especially, deserves and receives the admiration of scholars of all European nations. The literary culture of the Greeks and their leadership in art, were largely its offspring. Through its influence upon the Grecian mind, it has reached and moulded, in a degree, the civilization and the culture of the nations of Western Europe. The Iliad is included in the course of study pursued at our colleges and higher institutions of learning. Its influence upon us as a people is constant. Much has been written upon the Iliad, and yet it touches humanity at so many points, that it still seems a theme inexhaustible. Hardly a paper read before the Philological Association, at its recent meeting in Providence, elicited more general interest than that entitled "The Hero of the Iliad" by Professor H. M. Tyler, of Knox College, Illinois. Professor Tyler showed that though at first one might be disposed to regard Achilles as the hero, a fuller analysis would forbid the conclusion. His character falls below the moral tone and sentiment of the poem, and no

other actor, however marked his excellences, or wonderful his deeds, could claim in this epic a place equal to that of Achilles. The conclusion reached was, that the object of the Iliad was not to celebrate the prowess of any one, or of many warriors, but to delineate by means of human actions the malevolent passions of the human soul. This view of the Iliad suggests important considerations. The Iliad maintains its hold upon the minds of generation after generation by its truthful delineations of individual experience. In it, is also epitomized, in no small degree, the history of the human family. Like passions have produced like results, through the ages. A teacher of Greek cannot be too careful to study and to lead his pupils to study this master-piece of the Grecian mind, with a proper appreciation of its nature and object. John Foster, in his remarkable "Essay on the Aversion of Men of Taste to Evangelical Religion," says, "Homer, you know, is the favorite of the whole civilized world, and it is many centuries since there needed one additional word of homage to the prodigious genius displayed in the Iliad. The object of inquiry is, what kind of predisposition will be formed towards Christianity in a young and animated spirit, that learns to glow with enthusiasm at the scenes created by the poet, and to indulge an ardent wish, which that enthusiasm will probably awaken, for the possibility of emulating some of the principal characters? Let this susceptible youth, after having mingled and burned in imagination among heroes, whose valor and anger flame like Vesuvius, who wade in blood, trample on dying foes, and hurl defiance against earth and heaven; let him be led into the company of Jesus Christ and his disciples, as displayed by the evangelists, with whose narrative, I will suppose, he is but slightly acquainted before. What must he, what can he, do with his feelings in this transition? He will find himself flung as far as from the centre to the utmost pole; and one of these two opposite exhibitions of character will inevitably excite his aversion. Which of them is that likely to be, if he is become thoroughly possessed with the Homeric passion?"

If the bloody actors and thrilling events of the Iliad are presented to the mind of the pupil in such a way as to lead him to form the ideal of human greatness and excellence after the model furnished in the life of Achilles, all the evil claimed as a result of reading the

Iliad may follow. But if the mind of the pupil is prepared to make correct judgments, he may learn more readily and more safely than by his own personal experience, that those who in human society are accounted great, are despicable if their greatness lacks moral foundation.

What is applicable to the reading of Homer, is also applicable to the reading of Shakespeare and of much of the standard literature of our own language. The remedy for the injurious results which may follow is not in excluding such works from our youth. If this were a remedy, it would be, practically, in these days of cheap printing, useless.

Both teacher and parent by their own enthusiastic appreciation of moral excellence should lead the pupil to esteem it as incomparably superior to the most brilliant intellectual qualities separated from worthy ends. Many a parent deplores the fact that literature diminishes the interest of his child in the sublime themes and noble characters presented in the Bible, where the child has never discovered in the words or in the unconscious expressions of the parent, evidence that Paul was more worthy of imitation than Achilles, or that the Great Tragedy, to which nature with darkened heavens, rent rocks, and opening graves responded, is really equal in grandeur and importance to the tragedy of Hamlet.

G.

A PLEASURE TRIP.

A few months ago, a friend of mine, accustomed to traveling, invited me to accompany him on his next journey for pleasure, which invitation I, of course, accepted.

"We will travel," said Dick, (for that was his name,) in that portion of our country, which occupies the central part of N. America called?—*United States*, and forming of its entire area about?—*three-eighths*. They consist of?—*thirty-seven States, ten Territories, the District of Columbia*, and a large extent of country called?—*Alaska*, formerly known as?—*Russian America*, but purchased from *Russia* in?—1867. The States are bounded?—*N. by British*

America, E. by Atlantic Ocean, S. by Gulf of Mexico, and Mexico, and W. by Pacific Ocean. The Capitol is?—Washington."

When we started on our journey we were in the most N. Eastern state called?—*Maine*, which is the largest of the?—*six Eastern States*; in fact its size is about equal to?—*the other five*.

The first place at which we stopped was the second city in the state called?—*Bangor*, situated upon the longest river called?—*Penobscot*; which rises in?—*the western part of the state*, and empties into?—*Penobscot Bay* in?—*the southern part of the state*. Dick says this town is largely engaged in?—*lumber trade*.

There we took the cars for the Capitol of the state called?—*Augusta*. On our way to this place we passed through Waterville the seat of?—*Colby University*. These two towns are situated upon?—*Kennebec River*, which rises in?—*Moose Head Lake*, and empties into?—*Atlantic Ocean*. We crossed this river, as Augusta is upon its?—*right bank*.

Here we took a steamboat for a town at the mouth of the river, called?—*Bath*. This place is employed in?—*ship building*, and Dick says that "Maine builds more?—*ships*, and exports more?—*lumber than any other state in the Union*."

We left Bath for the largest city in the state called?—*Portland*, situated on?—*Casco Bay*. This city has a fine?—*harbor*, and extensive?—*foreign trade*. After a short stay here, we proceeded on our way to the largest city in New England, called?—*Boston*.

Soon we entered the State of?—*New Hampshire*, passing through the S. Eastern part of it. This State is often called?—*"The Granite State,"* on account of?—*the abundance of that mineral*. The Capital is?—*Concord, on Merrimac River*. North West of us were mountains, called?—*White Mountains*, among which is said to be the coldest place in the United States, called?—*Franconia*. The scenery in this state is?—*beautiful, and attracts many visitors*. East of us was the coast, which is in length but?—*eighteen miles*. The only harbour is at?—*Portsmouth*, which will contain?—*2000 vessels*, and is never frozen.

Continuing southerly, we shortly found ourselves in the State of?—*Massachusetts*, and crossed a river which rises in?—*New Hamp-*

shire, called?—*Merrimac*. Upon this river in Massachusetts, are two large manufacturing cities, called?—*Lowell* and *Lawrence*; the latter of which we passed through, and in an hour's time we were in Boston, which is situated on?—*Massachusetts Bay*. This city ranks second in America in?—*commercial importance*, is distinguished for?—“*the number of its benevolent institutions, the excellence of its public schools, and intelligence and public spirit of its citizens.*” Near here is Charlestown, which contains?—“*Bunker Hill Monument, and a United States Navy Yard.*” On the coast in a south-easterly direction is the first settled town in?—*New England*, called?—*Plymouth*, which was settled by?—*the Pilgrims* in?—1620.

Continuing our travels in a southwesterly direction from Boston, the first city of importance is called?—*Worcester*, upon?—*Blackstone River*. This is a beautiful city, and a great?—*railroad centre*. We crossed this river, and in due time arrived at the longest river in New England, called?—*Connecticut*, which rises in?—*Northern part of New Hampshire*, flows?—*Southwesterly*, separating?—*New Hampshire from Vermont*, through?—*Massachusetts and Connecticut*, and empties into?—*Long Island Sound*. Here is a city called?—*Springfield*, noted for its?—*beautiful scenery*.

After crossing the river, we found the surface of the State more mountainous, and crossed two ranges of mountains, called?—*Hoosic* and *Taconic*, belonging to?—*Green Mountain Range*, which is in the State north of us called?—*Vermont*.

At this time Dick told me that the United States are crossed from north to south by three?—*Mountain Systems*, called?—*Alleghany, Rocky, and California Systems*, and that the mountains we had seen thus far, with others farther north and west of us belonged to?—*Alleghany System*. We soon crossed another river called?—*Housatonic*. West of us was the State of?—*New York*, where we shortly arrived.

This is one of?—*the four Middle States*, and holds the first rank in the Union in?—*wealth, population and commercial importance*, and is therefore called?—*the “Empire State.”* We made a short stop at the capital, called?—*Albany*, upon?—*Hudson River*, which we had just?—*crossed*. We then decided to visit in the western

part of the State, the celebrated?—*Falls of Niagara*, therefore taking tickets for a town near the falls, called?—*Buffalo*, we were soon whirled rapidly along, passing on our way many beautiful lakes and villages. Upon one of these lakes is situated a town called?—*Syracuse*, noted for?—*its salt works*. West from here, on a river called?—*Genesee*, is the town of?—*Rochester*, noted for?—*its flour mills*. This river flows?—*northerly*, over a series of?—*magnificent falls*, and empties?—*into Lake Ontario*. From here we proceeded southwesterly, and found Buffalo, as we expected it would be, situated?—*on Lake Erie*, at the source of?—*Niagara River*.

[Conclusion in next Number.]

CO-EDUCATION OF THE SEXES.

BY EDWARD H. MAGILL.

MR. PRESIDENT, LADIES AND GENTLEMEN: I must begin with a candid acknowledgment that I have undertaken to-day an exceedingly difficult task. That the sexes should be educated together in our higher institutions of learning, seems to me to partake so much of the nature of an axiom as to be almost incapable of proof. But I must not forget that, while it seems so axiomatic to myself, others, who may have had equal opportunities to judge, and for whose opinions I entertain the most profound respect, have arrived at a different conclusion. I must, therefore, attempt to show, in a few words, that the co-education of the sexes in our colleges is founded upon correct principles, and enforce what I say by the testimony of those who, with myself have witnessed the successful practical application of these principles. This is, indeed, rather a question of practice than of theory, and it will be borne in mind that the burden of proof rests mainly with the other side. It is rather *for them* to show that the sexes should not be educated together. It is certainly the normal, if not the existing, condition of things. Motives of economy alone, and simplicity of organization certainly demand it, unless some weighty reasons can be given why it is undesirable.

That the moral and social effect of educating the sexes together is in every way advantageous to them both, may, I think, be considered as fully established by the united voice of men of large practical experience. I might quote pages of testimony from the principals of large Normal Schools in different parts of the country, in which the mixed system has been thoroughly tested for the past quarter of a century, but I know that it is urged, (though, I think, wholly without reason) that conclusions thus reached, would not be applicable to colleges. I will, therefore, confine myself to the testimony of presidents and professors of the different colleges in the country where this system has been tried. I quote first from the Rev. Dr. Fairchild, President of Oberlin College, where co-education has been well tested for more than thirty years; an institution now numbering over one thousand students, of both sexes. He says: "To secure social culture the student does not need to make any expenditure of time, going out of his way, or leaving his proper work, for the pleasure or improvement resulting from society. He finds himself naturally in the midst of it, and he adjusts himself to it instinctively. It influences his manners, his feelings, his thoughts. He may be as little conscious of the sources of the influence as of the sunlight, or the atmosphere; it will envelop him all the same, saving him from the excessive introversion, the morbid fancies, the moroseness, which sometimes arise in secluded study; giving elasticity of spirits, and even of movement, and refinement of character not readily attained out of society."

The Rev. Dr. Hosmer, President of the Antioch College, and a successor to Horace Mann, speaking of the students of Antioch, says: "As to character and conduct, I am sure that our young men have been rendered more orderly, gentle and manly, and our young women stronger and more earnest, by being members of the same institution, and meeting in the recitations,"

It is a common remark that institutions for both sexes, to be successful, must be placed under carefully guarded and able management. This is a necessary condition of success *everywhere*, in *all* institutions, and I maintain that the same organizing ability and power of control which will manage successfully an institution for one sex alone, will be even *more* successful where the sexes are united.

The difficulties which loom up, and seem quite insurmountable in theory, vanish in the practice. Those who have always been accustomed to see young men and young women in separate institutions of learning, and who know how much time and thought they spend upon each other, when thus separated, are apt to suppose that this difficulty would be increased if they were educated together. No conclusion could be more fallacious. There is nothing like daily association in the class-room, and competition in study, to wear off the halo of young romance, and enable them to see each other as they really are. That they will be likely to form acquaintances which will result in matrimonial engagements, after leaving the college, cannot, of course, be denied. Upon this point I quote from Dr. Fairchild. He says: "If this is a fatal objection, the system must be pronounced a failure. The majority of young people form such acquaintances between the ages of sixteen and twenty-four, and these are the years devoted to a course of study. It would be a most unnatural state of things, if such acquaintances should *not* be made. The reasonable inquiry in the case is, whether such acquaintances or engagements can be made under circumstances more favorable to a wise and considerate adjustment, or more promising of a happy result."

Thus the doctor disposes of this most frivolous objection. When we consider how rashly young persons ordinarily enter into this, the most important of all engagements, without an imperfect knowledge of each other's characters, we can easily judge whether the case would be made worse, if these acquaintances were made during a course of study, where, by daily association in the classes, young persons have the best of opportunities to know each other's real character. Under such circumstances, so far from improper alliances growing out of these relations, it is clear that the very reverse must be the result, and that many very unsuitable alliances will thereby be prevented.

That the daily association of young men and young women, in the pursuit of their studies, has a refining and elevating effect upon *both*, is a matter of common observation with all who have seen the experiment fairly tried. It is generally believed that while it may produce this favorable result upon young *men*, it is not so clear in the case of the young *women*, and that what is gained by the one sex in

this respect is lost by the other. This is an error in theory which practical experience cannot fail to correct.

Upon this point let me quote from the words of President White, of the Cornell University. In a recent report upon this subject he says: "As to the good effect on the *women* who have actually entered the colleges, the testimony is ample. The committee in its visits, found no opposing statements, either from college officers, students of either sex, or citizens of university towns; and all their observations failed to detect any symptoms or any less of the distinctive womanly qualities so highly prized."

You will pardon, also, a quotation from a letter recently received from the father of a young lady who has now spent three years with us in Swarthmore College. He writes: "Her sojourn with you has been of great service to her, and I think it will have a permanent effect in forming her character. Aside from the book knowledge to be obtained, we wished to accomplish two purposes in sending her from home. First, to throw her more upon her own resources, and thus strengthen a rather yielding character, lacking in self-esteem; and, second, we wanted her to associate with young men, in such a competitive way that when she meets them in society she will be better able to understand, weigh and value them at their *real worth*, and not be dazed by the first contact with the other sex."

I need not multiply words, nor heap up testimony upon this subject. We all understand that brothers and sisters, in every well-regulated family, excite a mutually refining and elevating effect upon each other, and that it is always a misfortune to either to be deprived of the influence of the other. What is true in the family is equally true in the school and college, under proper regulations. How many have seen a son or brother return home, after years of constant association with his own sex only, in school or college, awkward and rude, with a mind stored with knowledge dearly purchased, at a totally unnecessary expense of refinement and cultivation; and how many, on the other hand, have seen a sister or a daughter return, after a similar absence and long association with *her* own sex only, at school, simpering and shy in the presence of the other sex, and with the most romantic and exalted ideas of their character, often to be corrected by bitter experience, and the sacrifice of a life which might

have been useful and happy ; and how sad a thought it is that a foolish and unreasoning prejudice will continue this great wrong to both sexes, by depriving each, through these critical, formative years, of the society of the other.

Having shown that, morally and socially, young persons are improved by co-education, I come now to consider its effect upon *scholarship*. In the first place, let me say, that if high scholarship must be sacrificed to elevate the *moral* standard of the rising generation, *let it be sacrificed*. But that no such sacrifice will be necessary, we have, already, the most abundant testimony. Some men are fond of saying that girls readily keep pace with boys in the earlier studies, and even outstrip them, but when they advance further, and the *real work* begins, they fall behind. It is occasionally refreshing to hear this remark from those who are especially fortunate that, in their race for intellectual distinction, young women have not had the opportunity to compete. It is growing less and less safe to make this gratuitous statement, as facilities for higher education are gradually being opened to women.

Wherever the attempt has been made to present equal opportunities to both the sexes, women have not suffered by the comparison. Upon this point let us hear the testimony of the President of Oberlin. He says : "During my own experience as professor, eight years in ancient languages, Latin, Greek and Hebrew, eleven in mathematics, abstract and applied, and eight in philosophical and ethical studies, *I have never observed any difference in the sexes as to performance in the recitation.*"

President White, in his late report, says : "The best Greek scholar among the 1300 students of the University of Michigan a few years since ; the best mathematical scholar in one of the largest classes of that institution to-day ; and several among the highest in natural science, and in the general courses of study, are young women."

Take these statements in connection with the fact that facilities for the higher education of woman are so rare, and of so recent date, and do they not clearly show that women can successfully compete with men in intellectual efforts ? That women of distinction in the various departments of learning have arisen, in the face of all the discouragements placed in their way, and that young women compete

so successfully with young men in those institutions where they have been admitted, of later years, are facts which form a triumphant refutation of the unfounded charge that women always fall behind when they come to the *real work*.

I am forcibly reminded, in this connection, of the remark of Prof. Walter Smith a man of large educational experience in England, now State director of Art Education in Massachusetts. He says: "I have heard young men who never taught a mixed class of males and females for an hour in their lives, glibly lay down the axiom that 'man's is the reasoning and progressive mind, woman's the contemplative and conservative mind,' and then proceed to account for this phenomenon by quotations of the opinions of philosophers, or by the recital of their own experience—observation made, probably, during a ball or a pic-nic."

But even if it were true that women *generally* would be found, upon trial, unequal to men, it would be no argument whatever for closing the doors of our colleges against them. Let that matter settle itself by the examinations for admission, and the biennials just as it does for boys and men of varying capacity. Nor does it change the aspect of this question that the great majority of girls *will not be likely to seek* a collegiate education.

President Angell of the University of Michigan, in a letter recently received, says; "Those girls who *do* wish a collegiate education should have a chance to get it; and since our colleges cannot be duplicated for women, they should be admitted, unless some serious practical objection can be shown. In fact, all who try the experiment report that there are none. We have not had the slightest embarrassment from the reception of women. They have done their work admirably, and, apparently, with no peril to their health.

Why do we presume to dictate to woman what particular course is proper for her sphere? Let all avenues of knowledge be opened to both sexes alike, and let both alike, under a judicious optional system, freely partake of the knowledge which they desire. Fear not the lowering of the standard of literary institutions by the change proposed. The women who will seek admission to the newly opened institutions of learning will rather stimulate by their presence and their example, than lower the standard by their deficient scholarship.

Professor Cooley, of the Law Department of the University of Michigan, and Chief Justice of the State, says: "You are misinformed if you are told that the standard of admission is lowered by admitting women to the University. The tendency has been in the other direction."

It may be contended that, admitting the capacity of young women to compete with young men, the scholarship of the colleges must nevertheless suffer, because the presence of the opposite sex would prevent that earnest, undivided devotion to study, so essential to a high grade of scholarship. What is the *present* order of things? Do the young men in our *separate* colleges devote neither time nor thought to the opposite sex during their college course?

President White, when investigating this subject, found that his objection had no weight in the University of Michigan where co-education has been tried for the past four years. He says: "There has been less social intercourse between the young women and young men in colleges than between the latter and daughters of the citizens in the town *not* in the college. The young ladies seem to be quietly on their guard against receiving too much attention from students of the other sex." The reason is obvious. Their thoughts are otherwise occupied. I come now to allude briefly, and with great diffidence, to our own institution (Swarthmore College), as it is yet in its infancy, and we cannot speak from either long or extensive experience. It contains over 200 students of both sexes, nearly equal in number. All reside in the same college building; sit together in the classes, in the general study hall, and at the table; are together freely in the halls and parlors, and upon certain portions of the grounds between recitation hours, and on holidays; of course, under the care and conscientious oversight of a large body of resident instructors and professors of both sexes. Of the result thus far (and we have been established three years) I will say in a word that the effect upon character, manners and scholarship has been such as to satisfy the highest hopes of the advocates of the system, and silence the cavilling and objections of those who, upon theoretical grounds, predicted our early failure. The few who still doubt are invariably those whose minds were fully made up from the beginning, and who have always kept aloof from us, and never witnessed the practical working of our system for themselves.

I have thus endeavored to show that morally and socially co-education is productive of the best results, and that scholarship will not suffer, but rather be promoted by it.

With reference to the single point that remains, the effect upon the *health* of young women, I must quote again the President of Oberlin, who has had larger experience and better opportunities to judge than, perhaps, any other man in this country. He says: "Nor is there any manifest inability on the part of the young women to endure the required labor.

The breaking down in health does not appear to be more frequent than with young men. We have not observed a more frequent interruption of study on this account, nor do our statistics show a greater draft upon the vital forces in the case of those who have completed the full college course. Of the young ladies who have graduated since 1841, the deaths have been *one in twelve*; of the young men a little more than *one in eleven*."

You will perceive that this comparison, based upon thirty-one years' statistics, is more favorable to women than that shown by our ordinary tables of mortality for the same age. We may hence infer that the pursuit of collegiate studies is rather favorable to the health of women than prejudicial to it—and this conclusion, reached by statistics, we might readily reach through simple reasoning, the regular habits induced by the life of a student being more conducive to health than the frivolous excitements and irregular hours indulged in by the devotees of society.

In conclusion, let me say that this question seems to assume different forms in different parts of the world. Were we discussing it to-day in some city of the Orient instead of in Philadelphia, it would probably be worded: "Can women be allowed to go unveiled in the streets, or sit at the table with their lords without endangering the public morals?" Were we in Paris it might be: "Can respectable young women ever appear unattended in the public streets?" In Palestrina, or Lugnano, or Subiaco it might take the form: "Are women capable of any office higher than that of beasts of burden?" In Philadelphia we ask, "Can young men and young women be safely educated together in the same institution?" and "Are women capable of making the same intellectual acquirements as men?" These

different questions are but different forms of the same question, varying according to different localities and different latitudes. The time will come when our posterity will read with amazement and incredulity the statement that in the city of Philadelphia, after the middle of the nineteenth century, the question was seriously entertained by a dignified and intelligent body of educators in advance of their age in many things, whether women were intellectually equal to men, and whether the sexes should be educated together in our higher institutions of learning.—*Pennsylvania School Journal*.

SCHOOL APPARATUS.

A. D. SMALL.*

The discussion of the need and uses of school apparatus involves the consideration of the whole question of Nature's methods of educating and the best artificial method of instruction at school.

The four factors of education are mind, truth, teacher and apparatus. Mind and truth are obviously prerequisites; and there must also be a teacher, whether it be a person, or one's self, or experience, which brings truth into the presence and contact of mind. Apparatus may not always be employed,—at least, under that name. We learn about some objects and their qualities, about acts and effects, by direct preception, or through the medium of experience. But here, the object itself, or the channel through which our experience comes, may be considered the apparatus. In mineralogy, the suit of specimens are at once the object studied and the apparatus for that study. By crossing the first two fingers of the right-hand and rubbing them over a bean which rolls in one left, we get the sensation of rolling two beans. In this instance, the bean, although it might not usually be called apparatus, yet stands in that relation, and is essential to the experiment. And certain it is, in many other cases, most truly of all in the school-room, or wherever truths are to be brought to the mind from without the region of its immediate cognizance,

*Superintendent Public Schools, Newport.

that an apparatus is either absolutely necessary, or else exceedingly important.

That the presentation of truth may so often be accomplished without the use of any apparatus, so called, is a frequent excuse for teaching without its aid. But such teaching is not the best; it is not according to Nature's example. There are four factors in the presenting of food to the stomach, analogous to the four factors in educating. These are: the stomach, which is to be fed; the food, which is to be conveyed to it; the hand, or other medium of transmitting the food; and the apparatus, by which the food is suitably presented for digestion. It was possible, in the case of Alexis St. Martin, to present the food directly to the stomach, and the stomach would digest. And yet that case proved, rather than contradicted, the importance which mastication sustains to a healthy digestion.

It is not necessary here to explain the manner in which the child makes his first acquisitions of knowledge, nor to give an historical summary of the education of the human race. We know that mankind advanced in knowledge, as they pushed outward the boundaries of their experience, as they came in contact with other tribes, made conquests, engaged in traffic, or cultivated the arts of peace. So, a child learns first about the things that surround him, and for him there is no world beyond the nursery. When he acquires the use of his limbs and his liberty to make his little excursions into that outside world, then other things become realities, and names and descriptions which had fallen idly upon his ear now begin to have a true significance and importance.

Shall the course of his education be now abruptly changed, when he enters the school-room? In what study may not the method of nature be pursued? And why shall not the observations which he has already made be supplemented by such as only a more discerning mind would make? He has observed the plants put forth their green leaves, then their tender buds, and after that the fragrant blossom. Why not lead him to observe now the plan of the flower, the number and symmetry of its parts, their uses, the order of their development and the thousand and one incidents of plant life? Why not at this stage begin to cultivate and develop observation, that it may be accurate, pertinent and full? Why not furnish the child's mind

with facts, the food for thought? The apparatus for such a study shall be only the simple leaf and flower, and plant, which the little learners will be delighted to provide.

The teaching of juvenile anatomy, physiology and hygiene can proceed with only what apparatus the teacher and class bring into the school-room every day—the body to be discussed.

A bone of a bird, a wing, a feather, a claw, a dead canary, supply the apparatus for teaching about the feathered tribe.

For other sciences, the ingenious, devoted teacher will easily invent an inexpensive but valuable apparatus.

To teach the shape of the earth and its zones, a ball of yarn is sufficient, with a thread of strongly contrasted colors to mark the place of the equator and parallels. Put a knitting-needle through it for an axis, assume some object for the sun, and you can illustrate the inclination of the axis and the two revolutions of the earth. With a wooden ball and a piece of chalk, the fact that the sun's rays can light but about half the earth's surface at once, can be presented. A rude globe is better than none. The continents might be sketched in crayon upon a wooden ball. There is no reason now, however, why the poorest district may not have a neat and accurate globe.

In grammar and language teaching, all the way from the abc's to Thucydides, the blackboard is indispensable. The thoroughly intelligent and efficient teacher will, indeed, almost always stand with chalk in hand ready to catch up and illustrate words and truths. No school-room is completely furnished till there is a black-board in it, and the more of black-board accessible to the teacher and class, the better. Spelling-sticks and letters for spelling, and words for sentence-building, are a valuable means of varying the reading and spelling exercises, fastening the attention and interesting the class. Mr. Hammett, of Boston, and Mr. Schermerhorn, of New York, known to you all as dealers in school materials, supply the apparatus at a reasonable figure. Or, the teacher may herself make a grooved stick and print cards for her pupils. The stick can be dispensed with and the letters be arranged upon the desk.

For lessons in form, plane forms and solids are necessary. A box of them is not costly; but most of them could be made by the teacher from pasteboard, or thin boards of wood.

For teaching weight and size, cheap sets of weights and measures are manufactured; and experiments by the pupils, or in their presence, should precede any attempt at memorizing dry tables of reduction. Let the child learn of distances, too, by actual measurement, and then he will not be troubled to tell how many feet make a rod, nor be unable to say, as was a college educated clergyman of my acquaintance, how many gills there are in a pint. If I may be allowed the digression, I will say that we should strike out of our arithmetical tables all that is obsolete or unused. Paper measures of inch and foot lengths might be on every desk, and practice in drawing lines of definite lengths would be excellent discipline for the eye and hand.

Colors may be taught from color cubes, charts, worsted, or water colors. Here, as often, the home-made apparatus may be exact enough; and it is vastly better for teachers and pupils to learn to make their own working-tools. There is education in it. Take a stiff card of the size of a common letter envelope; near each end, cut a slit two-thirds across the card; then wind worsted about through the slits and upon the card, till that part of its surface is covered. The pupil may do this in the intervals of severer work, and thus impress the color and its name upon the memory.

Arithmetic is a weary maze, unless the way through its labyrinthine passages is made under the guidance of a clever cicerone. To teach counting, real objects should be used,—the abacus, pieces of paper or leather, or straws of wood. The pupil proceeds then to addition, which is only the putting together of two counts. His wooden straws, or leather, may be grouped in equal counts, and then he learns how many ones there are in one of these counts; how many, in two; and thus on through the multiplication tables. He should construct these tables from his straws. Subtraction is only the reverse of addition; and division is finding how many equal counts he can make with a given number of straws.

It is clear, I think, that the proper way to teach the fundamental principles, as well as the more difficult matters, of science, is through the means of apparatus. I would have all teaching on this wise. I would have illustration, by the pupil as well as for him, precede memorizing. Let the lesson be well masticated, then will it be pro-

perly digested, and become of the bone and sinew of the mind. It is only after such preparatory training, that I would put into the hands of at least the young pupils,

“books that explain
The purer elements of truth involved
In lines and numbers.”

Who does not know the quickening, vivifying influence of such a method? Who has not, when unfolding before the eyes of a class some new truth, seen them, as they grasped it, eagerly raise their hands to beg the privilege of telling it first, showing

“the frame
Of the whole countenance alive with thought,
Fancy, and understanding.”

QUESTIONS FOR WRITTEN EXAMINATION FOR ADMISSION TO RHODE ISLAND NORMAL SCHOOL.

GEOGRAPHY.

1. How much greater is the earth's equatorial diameter than its polar diameter? Why?
2. What parts of South America have the same latitude as the Cape of Good Hope?
3. Would you prefer to make the voyage round Cape Horn in June or November? Why?
4. What are the leading occupations of the people of Michigan, and in what part of the state is each chiefly carried on?
5. How would you go from Providence to Yokohama, and in what directions would you travel?
6. Describe the climate and vegetable productions of Scotland.
7. What part of the United States is exactly west of Scotland?
8. Name the peninsulas on the eastern coast of Asia, and state by what waters they are surrounded.
9. Name two commercial cities of Germany, and describe their situations.
10. Draw a map of Italy, naming the mountains and rivers which you represent.

GRAMMAR.

1. Define Noun, Pronoun, Adjective and Verb.
2. What is meant by the object of a verb?
3. Write the objective plural of negro, valley, wife, turkey, solo.
4. Write the possessive plural of goose, city, lady, fisherman, child.
5. Write the principal parts of the following verbs: Lie (to recline), lay (to place), sit, fight, begin.
6. What are parts of speech?
7. What is parsing?
8. Write a sentence containing a noun in apposition with another noun.
9. Parse the words in CAPITALS in the following sentences:

FORTH in the pleasing spring
Thy beauty walks, thy TENDERNESS and love.
ACHILLES' WRATH, to Greece the direful SPRING
Of woes UNNUMBERED, heavenly GODDESS, SING.
10. Correct the following sentences: They laid down to rest. Turn to the page where you found it. He asked if I would call and see him. No unfriendliness can exist between John and I. Things are often treated as though they were persons.

ARITHMETIC.


1. Divide six thousand by six thousandths, and multiply the quotient by fifteen millionths.
2. Divide $\frac{1}{2}$ of $\frac{3}{4}$ of 5 by $\frac{7\frac{3}{4}}{8\frac{1}{4}}$.
3. Add $\frac{5}{8}$ £. and $3\frac{3}{4}$ pence.
4. At \$6 per cord, what will a pile 17 feet long, 5 feet wide, and 3 feet high, cost?
5. What will it cost to transport 450 lbs. and 8 oz. of corn from Providence to Portland, if it costs 3 dollars to transport a ton?
6. How much will it cost to carpet a floor 20 feet long and 15 feet wide, at \$3.50 per square yard?
7. What is the interest of \$525 from August 1, 1872, to Sept. 19, 1872. at $7\frac{1}{2}\%$ per cent.?
8. I sold a house for \$2,500, and gained 25 per cent. on the cost; had I sold the house for \$1,800, should I have gained or lost, and how much per cent.?
9. What is the bank discount on a three months' note of \$4,000 at 6 per cent.?

10. Two men can do a piece of work in 17 days; how many men will do it in 3 days?

HISTORY.

1. What parts of the New World were discovered between 1492 and 1520, and by whom were the discoveries made?
2. Give an account of the colonization of Providence and Rhode Island.
3. What war broke out in 1753, and who were the contending parties?
4. Name the most important event in the campaign of 1759.
5. Draw a map of the region about Yorktown, and give an account of Cornwallis' surrender.
6. What important additions were made to the territory of the United States, between 1800 and 1821?
7. What led to the war of 1812?
8. At what time, and in what manner, did California become a part of the United States?
9. Name the Presidents of the United States in the order in which they served, with the length of time each held his office.
10. Name any occurrence in the past two years, which you consider important in the history of this country.

EDUCATIONAL INTELLIGENCE.

 **MR. C. E. NEVILLE**, Principal of the Church Hill School, Pawtucket, will edit the Intelligence Department, in place of **MR. G. E. WHITTEMORE**, who has resigned his position as a teacher and has entered upon other pursuits.

Rhode Island Institute of Instruction.

A meeting of the Executive Board of the Rhode Island Institute of Instruction was held Saturday, October 5, 1872, at the office of the School Commissioner. The meeting was fully attended and arrangements were made for the next annual meeting, which it was determined to hold on the 9th, 10th and 11th of January. The following Committee of Arrangements was appointed: Messrs. Merrick Lyon, T. W. Bicknell, Rev. D. Leach, A. J. Manchester, J. L. Eastman, and Miss S. E. Doyle. The Secretary was directed to procure a copy of the charter granted to the association.

The Grammar masters of Providence were appointed a Committee on Entertainment, and all matters relating to that department were referred to them to act in accordance with the votes of the board on those matters.

It was *voted*, That Thursday be devoted to visiting designated schools in the

city of Providence, That a meeting of those interested in Higher Instruction be held Thursday afternoon; That Thursday evening be devoted to a popular lecture, and Friday evening to an Educational Mass Meeting.

The meeting then adjourned.

NORMAL SCHOOL.—The Saturday lectures and recitations are of great interest and a large number of teachers are usually in attendance. Among the recent lectures we notice "Modes of Conducting Reading Exercises," by L. W. Russell, of Bridgham School; Volcanic Action, by William C. Chapin, Esq. The Kindergarten System, by Miss Peabody, and the first of a course on Rhetoric, by Professor Bancroft, of Brown University. Mr. Chapin generously gave to the Normal Cabinet one of the large specimens of volcanic rock which he brought from the vicinity of Vesuvius.

Meeting of School Superintendents.

The School Superintendents of the State met in council at the office of the School Commissioner, Sept. 28th. Mr. A. D. Small, of Newport, presented an able paper on School Apparatus, which is printed in full in another department of this month's issue.

Superintendent Rev. D. Leach, of Providence, stated that in Providence primary schools the pupils are required to bring in each week the names of some familiar objects, and to tell all they know about them, where made, uses, &c. Great interest has been awakened and much information gained by this eminently practical plan.

Dr. Waterman, Superintendent of Schools of Taunton, spoke of the apparatus used in their schools. He thought maps on which the States were represented by different colors much better than any others for teaching either geography or color. A general discussion ensued as to the means of procuring apparatus for our schools, it being generally conceded that the "town system" was much better than the "district system" in this regard, on account of the difficulty and expense of collecting small district taxes.

Dr. Benoni Carpenter, of Pawtucket, opened a discussion on Absenteeism and Truancy. The responsibility for this evil is triune, resting on the teacher; pupil and parent, but mainly on the parent. But little is gained by writing on this subject in reports that are never read. In olden times when school kept but three months in the year, every pupil and parent felt the urgent need of constant attendance, but now when school keeps all the year round they feel that a day or hour lost occasionally will do no harm. Absence and tardiness are evils that injure others than the offenders. Rules, suspending pupils from school on account of often repeated absence, works well in some towns, but in large country towns are of but little use."

The question was raised "Shall the teacher or parent control the pupils in this regard, and shall a teacher always excuse a pupil from school at the request of a parent? Many are called from school at 11½ o'clock each forenoon to carry dinners, and it seems that if this is forbidden, many pupils who most need instruction will be removed entirely from school. Mr. Leach said one plan to check this evil is to keep a list of habitual absentees as a permanent record of that phase of their characters. Some pupils cannot be controlled either by teacher or parent, and should be by the power of the State, with proper officers and an "Industrial School" as a

last resort not a penal school, but such a school as that on Thompson's Island, in Boston Harbor, where some of the best families send their boys, part of the time being devoted to study and part to industrial occupations. The teacher has the legal control of the child during school time for school purposes, and can retain the pupil after he has entered a session till its close, but it would be very unwise to disregard the requests of respectable parents in this regard. Teachers have authority over pupils only for school purposes, and in school limits, and cannot require them to sweep the buildings, build fires, or go on errands, nor punish any act that does not directly bear on the school work.

Mr. I. O. Seamans, of Warwick, thought work better than talk on this matter. He had adopted a rule requiring teachers to immediately notify parents by notes of the absence or tardiness of their children. Lists of the schools ranked according to their percentage of attendance were made out each term. He evidently has laid out a great amount of labor in this field for himself as Superintendent, and a revival in the matter of attendance must, it seems result from so much zeal.

Several gentlemen participated in the discussion, nearly all approving of the establishment of an Industrial School, and a committee on that subject was appointed to report at the next meeting. The Committee consists of Rev. Daniel Leach, of Providence; Dr. Carpenter, of Pawtucket, and Rev. F. C. Newell, of Cumberland.

The meeting adjourned to meet at the Commissioner's new office, 104 North Main street, on the first Saturday of December, and each Superintendent was requested to prepare himself to speak at that meeting ten minutes on each of the following named topics: Industrial School, Examination of Teachers, Compulsory Education. The Superintendents intend to meet in this manner each quarter of the ensuing year.—*Providence Journal*.

BROWN UNIVERSITY.—The President's Premiums have been awarded this year as follows:

I. Latin.—The first Premium to John James Arnold, instructed by Mr. Charles B. Goff, in Mowry & Goff's English and Classical High School, Providence.

Two equal Second Premiums: the one to Walter Hammond Barney, instructed by Mr. Charles B. Goff; the other to Horace Franklin Brown, instructed by Mr. Horace M. Williard, in the Literary and Scientific Institution, New London, N. H.

II. Greek.—The first Premium to Walter Hammond Barney, instructed by Mr. Charles B. Goff.

The Second Premium to Horace Franklin Brown, instructed by Mr. Horace M. Williard. An additional Second Premium, to Allan Heman Lincoln, instructed by Mr. Francis A. Waterhouse, in the Newton High School, Mass.

E. G. ROBINSON, President.

PROVIDENCE.—*Meeting of the School Committee.*—A regular meeting of the School Committee was held Sept. 28th. The amendment introduced at a previous meeting by Mr. Burrington, making a change in the school year, was referred to a committee of one from each ward as follows: G. L. Clarke, of the First Ward; J. L. Diman, of the Second; B. N. Lapham, of the Third; H. H. Burrington, of the Fourth; C. W. Fabyan, of the Fifth; S. S. Parker, of the Sixth; G. B. Calder, of the Seventh; E. A. Smith, of the Eight; W. Y. Potter, of the Ninth.

Mr. Potter, of the Ninth Ward, spoke briefly in relation to the pay of teachers, and submitted the following resolutions which were adopted.

Resolved, That in the opinion of the School Committee a teacher entering upon his or her work at the beginning of the fall term and teaching without interruption during the entire time of the school year, is entitled to a year's pay in full, whether his or her appointment dates from the close of the long summer vacation or from the beginning.

Resolved, That in the opinion of the School Committee a teacher who resigns before the close of the school year, is entitled to pay *pro rata* for the number of weeks of actual service without reference at all to vacation.

Resolved, That the President be directed to submit these resolutions to the City Council with a request that the ordinance fixing the salaries of the officers of the city for the year ensuing the first Monday in June, A. D. 1871, may be construed or amended agreeably thereto.

The following resolutions were introduced by Mr. Pabodie and adopted:

Resolved, That the President of the School Committee be requested to present to the City Council the wants of the Primary and Intermediate scholars in the Eight Ward, submitting also the report from the ward committee submitted to that body by the chairman, Mr. Turner.

Resolved, That in the opinion of the School Committee, two wooden buildings of four rooms each, will accommodate for the present the wants of said locality.

Mr. W. A. Mowry, of the Ninth Ward, presented the following resolution which was adopted:

Resolved, That the President be directed to request the City Council to place a Robinson's ventilator in the Messer street building.

Mr. Burrington, of the Fourth Ward, Chairman of the Committee on Qualifications, reported the appointment of the following assistant teachers, eleven of whom are graduates of the High School: Hattie Fay, room No. 8, Benefit Street Grammar School; Emma Chafin, Arnold Street First Primary School; Charlotte C. Ingraham, Arnold Street Second Primary School; Hattie Townsend, Carpenter Street Primary School; Martha Winchester, Ring Street Primary School; Ella Hazard and Emma R. Osler, Hammond street Primary School; Imogene Titus, Warren Street Primary School; Hattie J. Dean, Messer Street Primary School; Emma Shaw, Greenwich Street Primary School; Lucy C. Stanley, Thurber's Avenue Grammar School; Sarah E. Porter, Square Street Intermediate School; Clara E. Battey, Square Street Primary School; Emily R. McGrillis, Public Street Primary School; Edith Allen, Potter's Avenue Primary School.

The Committee adjourned to Friday evening, October 25th.

Re-Union of Scholars at Mt. Pleasant.

The former pupils of Jencks Mowry, Esq., of Mount Pleasant Academy, had a grand reunion at his new school-house on Wednesday 10th. The exercises of the afternoon, which were presided over by Mr. Joseph F. Brown, of the class '58, consisted of an oration by Mr. G. E. Whittemore, of the class of '61, and a poem by J. H. Arnold, of the class of '56, the exercises being interspersed with fine music by G. Inmore's Band, fifteen pieces. The oration was an able discussion of the province of the school and teacher, and a glowing eulogy of the character and services of Mr. Mowry, who for forty years has followed with eminent success

natural sentiment. As a book for the home circle, it is unsurpassed, and we opine many a fireside will be enlivened and entertained by its pages during the coming winter.

CHASE'S WRITING SPELLER, published by ADAMS, BLACKMER & LYON Publishing Company, Chicago, Ill.

This is a blank book, designed for writing exercises in spelling. It is ruled with three columns to the page, so that the lesson may be written in two columns and then the misspelled words re-written in the third column. The book is very neatly gotten up, and seems to be admirably adapted to secure good results in the direction of making good spellers. The paper is of good quality and the expense no more than that of plain books. It is worth a trial at any rate.

OUR EXCHANGES.

THE OVERLAND for October has come to hand in good season and is an unusually entertaining number. Always interesting from the variety of its contents and the inimitable flavor which they obtain from their western origin, the articles for the current month have a peculiar interest. The number opens with the second installment of Joaquin Miller's new poem, "The Isles of the Amazons." "Hawaiian Sun-Beams" gives us some glimpses of the changes which a christian civilization has wrought in a pagan community. Poetry and fiction are well sustained.

THE SCHOOL DAY VISITOR, is one of our best juveniles. Always fresh, vigorous, and instructive; as the season draws on, it develops new attractions.

GOOD HEALTH is most truly what its name indicates, a conservator of the public health. It not only discusses questions relating directly to actual diseases, but includes within the scope of its investigation everything that indirectly tends to affect health. Each month brings a new and inviting table of contents. Among the articles for this month, are "Notes on Poisoning," "Hints to Mothers," "History of Tea Drinking," "Mental Prodigies," "Cocoanut Palm and its Uses," "Consumption, its Dependence on External Influences."

EVERY SATURDAY pursues the even tenor of its way making more and more of a place for itself. To all lovers of choice reading it is a valuable paper and meets a want no where else supplied.

THE YOUTH'S COMPANION maintains its popularity with the youth of the land in a wonderful manner. We are glad to notice the marked purity of its columns. In that respect we know of no publication safer to put into the hands of children.

All good teachers will want to know how to make their money go as far as possible, and not be obliged to spend too much on their persons. For valuable hints in this line, and many plain directions we commend **HARPER'S BAZAR**.

THE LIVING AGE still holds its high place among our magazines, and with each successive number proves its merit. As you are deciding what to do another year for reading matter, give "Littell" a chance.

We have been very much pleased with the stand taken by the "**CONGREGATIONALIST**," on the present political status. We believe it to be just as much the province of a religious journal to discuss political questions, when those questions involve a great moral idea, as to discuss those of a purely religious character. The need of our day is a ministry and a press that shall bring into closer relationship religion and our daily life. We are glad to notice the efforts of the **Congregationalist** in this line, and hope in the future to see still further evidences of the same purpose.

Get the last number of "**HEARTH AND HOME**" if you want to laugh at the follies of our ancestors. Such vehicles as were rigged up in the days of "Good Queen Bess." We no longer wonder why the English are a nation of walkers. We should have preferred to walk, to riding in such carriages.

The Rhode Island Schoolmaster.

NOVEMBER, 1872.

VOLUME XVIII.

T. W. BICKNELL, Editor.

NUMBER XI.

CONCERNING PRONOUNCIATION.

INITIAL ARTICLE.—THE METHODS OF NOTING PRONOUNCIATION.

It is commonly found that each new system of reading introduced into the schools has its peculiar style of notation of the sounds of letters. Walker's Key, so far as I at present am aware, has been for many years the standard of sounds. A little while ago, the writer saw, however, a hint at a simple method of notation for the aid of students in various languages. It provides—so says the description—for representing every conceivable sound in every language whatever by the use of no other characters than are to be found in any well-supplied, ordinary printing office. Most of the sounds, in every vocabulary, were to be represented by the common English letters, in various design, whether they be Roman, Italic, German-text, script, Old English or antique. Each of these modifications, multiplied by the number of styles, (such as "lower case," "small caps," "caps,") and still further multiplied by inverting each letter at will, or turning it half way round, evidently forms a vast supply of different characters amply sufficient for any expression of sound desired. It is only to make these characters obviously fit for the use they are put to, and to secure their simplest combinations, which is the aim of the inventor of any system.

We have an exclusively ample variety of sounds in our own language. To range these varieties into a group simple, and at the same time comprehensive, is a task worthy of our effort.

Let us postpone this work a paragraph. The reader has to be yet disabused of the wide spread prejudice against a phonotypic representation of sounds once so fair in promise, and as yet so fair in its promise only. The types of the phonotypic system are too unique. The system is yet too radical. It is not quite time to expect all the favorite inflections of our words to be dropped, and we be never more acquainted with our old familiar terms, so clumsy, so awkward, so beloved, like our pets among the unfortunate children of nature. We want still to see and to study our old cherished words of superfluous letters and superfluous sounds. We prefer to say many words not as they are spelled, and to spell many words not as they are spoken. Our language is not phonetic. It cannot be reduced to any phonetic system. While the Germans may write absolutely phonetically, as they sometimes do in epistles, the American pupils must learn studiously to spell each word they use. O for the gift of a short, easy system of writing, which would spell, and pronounce, and write, all by the same rule. But this is not best to be done.

Aside from the scheme first referred to in this paper, there is the science of phonography of which it must be said that though perfectly philosophical, it is likewise characteristically radical. There is not one familiar form of letter in the whole. There are curves and dots, and lines, but no letters.

Shall we begin? To be brief, in our scheme, it shall be that A E I O U Y stand for the ordinary open sounds of these letters as they are spoken alone,—a, e, i, o, u, y, the sounds of each as sounded before t. A or O shall represent the sound aw,—a, the sound ah,—oo and u the sound oo long or brief.

Now, for as severe a test as we can secure let us copy a “Key” to pronunciation with our notation :

- | | | |
|---|-----------------------------------|-----|
| a | The long extended a, as in paper, | A |
| | The long Italian a, as in far, | a |
| | The broad German a, as in fall, | A O |
| | The short Italian a, as in many, | a |
| e | The long e, as in here, metre, | E |
| | The short e, as in let, met, | e |

i	The long i, as in title, pine,	I
	The short i, as in pin, tittle,	i
o	The long open o, as in no,	O
	Long close o, as in move,	oo u
	Long broad o, as in nor, far,	O A
	Short broad o, as in got, not,	o
u	Long u, as in tube,	U
	Short u, as in tub but,	u
	Short hollow u, as in bull, bull,	oo

It would be tedious to find rules for the expression of the sounds of consonants. These are great in number, and can be represented by other letters when a certain sound is far different from its name-sound.* The characters P, t, ch, K, B, d, j, g, F, th, s, sh, N, th, z, sh, l, r, m, n, ng, represent almost all the currant sounds. I would place f—j, upside down—for ch, make K always stand for hard c,—g and j retain their spoken sound as when the letter is named, and make T S D Z respectively stand for the th sh th zh.

These remarks on this matter do not accurately develope the uses of these characters. The want of them to some people must be the incentive of some plan of their own. But a hint to a teacher may suffice.

I am conscious that the first objection to this scheme, will be its simplicity. Such is the charge against any very elaborately prepared plans, and this is not tenable from that consideration. I have some confidence of its usefulness. In another issue of this magazine I propose to exhibit a popular system of short-hand writing, appropriate to such persons as choose to use a readily mastered alphabet of sound-signs and word-signs,—an alphabet not susceptible of very rapid employment, but yet of sufficient ease of use to allow of the sketching, and occasional quotation of short, pithy, comprehensive sentences of even a rapid speaker. I shall reserve further definition till the paper I refer to is issued.

HENRY CLARK.

Pawtucket, R. I., October, 1872.

*As the g in tough.

A PLEASURE TRIP.

[Continued from page 342, October Number.]

After spending our allotted time in visiting the Wonderful Falls, we concluded to go in a southerly direction to the city of Pittsburg in the state of ?—*Pennsylvania*. It is at the junction of ?—*Alleghany and Monongahela Rivers*, which by their union form ?—*the Ohio*. Opposite here upon Ohio River is ?—*Alleghany City*. This state is rich in ?—*mines of coal and iron*, and is crossed by a river called ?—*Susquehanna*; also several mountain ranges belonging to ?—*Alleghany System*.

From Pittsburg we sailed down the ?—*Ohio*. Upon our left was the state of ?—*West Virginia*, also its Capital called ?—*Wheeling*. The river is crossed at this place by ?—*a handsome suspension bridge*. This state belongs to ?—*the Southern States*.

On our right was the state of ?—*Ohio*, one of the ?—*Western States*. In the southwestern part of this state we passed a large city called ?—*Cincinnati*, and Dick says the quantity of pork packed here is ?—*very large*.

Opposite this city in the state of ?—*Kentucky*, are important cities called ?—*Covington and Newport*, and further west the largest city called ?—*Louisville*. In Kentucky, near Green River, is a great Natural Curiosity called ?—*Mammoth Cave*.

As we sailed westerly we saw north of us the states of ?—*Indiana and Illinois*. In the southern part of Illinois is the town of ?—*Cairo*, and here is the mouth of ?—*the Ohio*, which empties into ?—*the Mississippi*. The valley of *this* river, is next to that of the Amazon the ?—*largest in the world*. It rises in ?—*Minnesota*, flows ?—*southerly*, and empties into ?—*Gulf of Mexico*, by ?—*several mouths* called ?—*a Delta*. Its length is ?—*2800 miles*, and is navigable for a distance of ?—*2200 miles*.

On the opposite side of this river from Cairo is the state of ?—*Missouri*. We had intended to ascend the Mississippi to the largest city in this state called ?—*St. Louis*, and from thence go by Pacific Railroad to the second largest state in the Union called ?—*California*, bordering on ?—*Pacific Ocean*.

Hearing of the frequent snow blockades, however, discouraged us from proceeding further in *that* direction; therefore we descended the river, passing on our right the states of?—*Missouri* and *Arkansas*, and upon the left those of?—*Kentucky*, *Tennessee* and *Mississippi*. We passed also the Capital of Louisiana called?—*Baton Rouge*, and stopped for a few days at the largest city called?—*New Orleans*. Dick says this city is called?—*the Crescent City*, because?—*it is built on a bend in the river*.

We now concluded to turn our faces homeward, therefore went on board a steamer bound for the largest city in the Union. Our course after leaving the mouth of the river was?—*southeasterly* through?—*Gulf of Mexico*, passing the states of?—*Mississippi*, *Alabama* and *Florida*. This latter state is called?—*a peninsula*, because?—*it is almost surrounded by water*. After leaving the gulf, we were in?—*Florida Strait*, which separates?—*Florida from Cuba and Bahama Islands*. Our course was now changed to?—*northeasterly*, and we were sailing upon?—*Atlantic Ocean*, passing on our left the states of?—*Georgia*, *S. Carolina*, *N. Carolina*, *Virginia*, *Maryland*, *Delaware* and *New Jersey*, soon after which, we reached our destination.

This large city called?—*New York*, is situated at?—*the mouth of Hudson River on Manhattan Island* in the state of?—*New York*. In commercial importance this city ranks next to?—*London and Liverpool*. The second city in the state called?—*Brooklyn*, is opposite here on?—*Long Island*.

We spent several days in visiting these two cities, and then, having been invited to visit friends residing in the smallest state in the Union called?—*Rhode Island*; we again took a steamer for the largest city in that state, sailing in a northeasterly direction, between?—*New York and Long Island*, upon what is called?—*East River*, into?—*Long Island Sound*. South of us was?—*Long Island*, which is in length?—*140 miles*. North of us was the state of?—*Connecticut*. This state is often called the?—*“Land of Steady Habits.”* It has of sea coast about?—*100 miles*, and its best harbors are at the mouths of?—*Housatonic, Connecticut and Thames Rivers*. It is celebrated for the?—*great variety of its manufactures*, and is engaged to some extent in?—*foreign commerce and whale fisheries*.

We passed several smaller islands belonging to?—*New York*, and soon after Block Island which belongs to?—*Rhode Island*, and contains the town of?—*New Shoreham*. We also passed on our left, Point?—*Judith*. Our course was now changed to?—*Northerly* and we entered?—*Narragansett Bay*. Upon our right we passed an island called?—*Island of Rhode*, which contains?—*three towns*; the most southern of which called?—*Newport*, is one of the?—*Capitals of the State*. This city is defended by?—*Fort Adams*, and is the most fashionable?—*summer resort in the United States*. The bay extends?—*northerly*, for a distance of?—*30 miles*, and contains several smaller islands. In the northern part of it, are two smaller bays called?—*Mt. Hope and Coweset Bays*, also the mouth of?—*Providence River*.

As we sailed up this river, we noticed—at frequent intervals—upon either bank, what appeared to be small, uninhabited villages. Dick said he thought they must be the celebrated?—“*Down the Rivers*,” whither so many Rhode Island excursionists go every day in summer, to get a dinner of?—*baked clams*, take a?—*bath*, see the?—*monkeys*, and ride on the?—*horses*.

This state was settled by?—*Roger Williams* in?—*1636*; and though its area is but?—*1046 sq. miles* yet it is the most thickly settled of?—*any state in the Union*.

We soon arrived at the second city in New England call?—*Providence*; and landed at?—*Fox Point*. This city is also one of the?—*Capitals*, as Rhode Island like its western neighbor?—*Connecticut*, has two?—*Capitals*.

As our stay here was not to be limited, we rested from our journey, before we commenced sight seeing. Our friends then told us, that for our first object of interest, they knew of nothing better than to accept an invitation to a school examination on?—*Smith's Hill* in?—*North Providence*, and so?—“*Kind Friends, Good Afternoon!*”

N. A. C.

MR. ADAMS AND THE BIBLE.—In a letter to his son, in 1811, John Quincy Adams says: “I have for many years made it a practice to read through the Bible once a year. My custom is to read

four or five chapters every morning soon after rising from my bed. It employs about an hour of my time, and seems to me the most suitable manner of beginning the day. In what light soever we regard the Bible, whether with reference to revelation, to history, or to morality, it is an invaluable and inexhaustible mine of knowledge and virtue."

WHAT THE MICROSCOPE TEACHES ME.

It teaches me to worship every flower,
 A silent token of a mightier power;
 To see
 In every leaf that swings in every breeze,
 In every drop that swells the rolling seas.
 A Deity.

It teaches me to bend the humble knee
 Before the grandeur of infinity;
 To soar
 On wings of thought to worlds of light afar,
 To find a God beyond the loftiest star,
 And to adore.

It teaches me that God is everywhere,
 In myriad forms of earth, and sea, and air;
 His hand
 In labyrinths of smallness I can trace,
 In all things find His many featured face.
 Perfect and grand.

It teaches me the dignity of man,
 The crowning work of Nature's boundless plan.
 I gaze—
 The mists and films of human vision flee,
 A deeper meaning lies in all I see—
 I can but praise.

A guide for error groping into right,
 Another step from darkness into light;
 A broad
 And lofty step in the high altar stairs
 That men are building up through pains and prayers
 Toward their God.

Chicago Journal of Microscopy.

THE SOLDIER ANTS AND THEIR CHATTELS.

RAY GREENE HULING.

“One fine summer’s day,” says a French Naturalist, “when I was just sixteen, I took it into my head to produce a masterpiece. At once I seized my pen for I had no doubt of myself or others, and I wrote a very fanciful poem in which all created beings flung themselves into a sort of bacchanalian ecstasy. In it I represented the animals holding festival and frolic, dancing and gambolling from morning to night, and man, among them all; their master and king, the only worker weary with the noise of their everlasting merriment. The moral can easily be perceived. On the one hand, life but for a day,—joys of a moment,—fleeting pleasure, soon interrupted by death; on the other, deep meditation,—consideration for the future,—heroic sacrifices,—indefinite perfectibility purchased at the price of great sufferings. I had just put the finishing strokes to my composition when I all at once perceived that the lower animals—these poor creatures whom I had so maligned—themselves had to undergo severe labor and were obliged to toil as wearily for their livelihood as ourselves. First, the mole, a prudent creature, notwithstanding her supposed blindness, showed me that she had to burrow in the earth to find her food. Then I remembered that the beaver is a clever engineer and that the spider has nothing to learn from our weavers. Besides I called to mind the green woodpecker that has to pierce the trees with hundreds of blows before it can obtain its food; and I deliberated with fear on the quantity of kicks, bites and blows endured by an individual of the feline race, before the close of her existence.

“Certainly I had set out on the wrong track, but at sixteen one is not cast down by such a trifle, and my resolution was soon taken. I instantly commenced another work, not less remarkable than the first, in which I showed that man, far from being superior to the other animals, owes to them all his inventions.”

While we are unwilling to admit this last proposition of the French gentleman, it cannot be denied that there are many curious resemblances between the habits of the lower orders of beings and those

of their more elevated confreres, the unfeathered bipeds. And I am sorry to say that sometimes these resemblances are not to our best qualities or most approved customs. One or two of these similarities let me show to you. I propose to present to you, soldiers, slaveholders and farmers, in a quarter where perhaps you never noticed them before.

In a low rounded mound, which may often be found under a warm sunny bush, lives a curious tribe of ants. Their dwelling is built of earth, mixed with bits of leaves, blades of grass, little stones, and pieces of moss. Avenues lead from the top in every direction to the interior. Occasionally one larger than the rest passes from one end to the other, their great central thoroughfare from which by-paths lead to every part of their mimic city. In the centre, a hall larger than the other chambers, is hollowed out, into which at times all the citizens come for a general assembly. On the approach of bad weather, and, indeed, at nightfall, with bits of leaves and minute stakes, they close their city gates—i. e. the openings to their avenues, place sentries at these barricades and repose till danger and darkness are over.

But you have not seen my soldiers yet. Here they come with heads and arms (i. e. the antennæ) of a tawny red, while underneath an ashy-black prevails. These are the so-called *soldier* or *sanguine ants*. From their martial uniforms, but still more from their fierce habits and apparent discipline, they well deserve their name. Well can they spare time for military duties, for they are slaveholders as well as warriors, and have, strange to say, black slaves at home to do their menial labor,—but more of this again.

We see them start forth from the mound with flaming crests, and glaring eyes—a miniature war party; let us follow in silence. A little way from their camp an active skirmisher has spied a prize—the more humble home of certain cousin ants, whose color is so nearly black that we can call them negroes. Immediately our soldiers hold a council of war; the ground is surveyed; they determine upon an attack, but reinforcements must be had. A messenger is dispatched to the city, while the scouting party advances to the assault. Gaining courage as they go, they cannot wait for assistance, but rush at once to the combat. But look; the negroes are no longer idle. Hastily

sounding the alarm, they call out all their force and beat back the invaders, even securing a few prisoners. Hurrah for the blacks!

Here the battle rests. The too confident reds continually hurry off messengers to their city, and as continually are strengthened by small parties of recruits. Taught by their recent defeat they bide their time. The besieged blacks, however, are in a high state of excitement. The great mass of them cover a few square feet in front of their city, form their lines and watch the foe. Occasionally individual combats divert their attention. While Mars thus hovers doubtful over the lines, in the city there is a busy scene. Numbers of prudent colored fellows are bringing forth the young from their chambers and throwing them in a huge heap together on the side of the hill away from the battle field. The maidens of the race flock to the same place.

But now the army of the reds, in confident numbers, make their grand charge. Steadily they march up, force back the blacks, scale the dome, and in a few moments the city is theirs. See the poor negroes seize the young from the heap just mentioned and run for dear life, like prudent soldiers scattering in every direction, yet everywhere hard pressed by their enemies. A few less cowardly remain by their home and die at their posts, but the main body have retired, to unite and rebuild in some more secluded locality.

The city thus taken is given up to plunder and destruction. In squadrons and singly the conquerors search out all the little negroes and forming a long line, convey them to their own city,—there to forget their former freedom and become cheerful, contented and devoted slaves to their more highly tinted masters. Night interrupts them before the work is done. A detachment of reds is put on guard over the pillaged city, and the work resumed the following day.

Of what we are talking? Are these Greeks heavy-armed among the barbarians, or Romans among defenseless Britons, or Germans at Versailles? Is it true that these are little insignificant ants? Has man in his civilized warfare improved upon his humbler fellow soldiers with six legs?

Five or six such expeditions every year these sanguines make. In this way they supply themselves with self-supporting and obedient

slaves, who construct their habitations, tend their babies, do all their hard work, and never dream of independence. Why did not our Southern brethern use this illustration to defend their peculiar institution? Why does not Wendell Phillips present these soldiers with a copy of the Emancipation Proclamation?

I said these slaves did all the hard work for their masters. One task these fierce lords reserve to themselves. They milk their own cows. What! Do you not believe that? True, soldiers are seldom good farmers, but our friends with the red heads can claim both titles. But can these ants have *cows*? I cannot tell you what names they are called in ant-language, but there certainly are little six-legged creatures—and you have seen them too—of various colors—green, white, grey and brown—which sustain much the same relation to ants that Alderneys do to us. Along their backs extend two little tubes in which is secreted a kind of honey of which many tribes of ants are as fond as you are of milk and butter. These little bovines live wholly on plants, are very indolent, and often gather in quite a mass on the underside of a leaf. Can you guess their names? They are nothing but *plant-lice*. Aphides, the books call them.

Well, not only do ants climb up on plants after their cows, but some tribes, the yellow ants, for instance, actually keep them shut up among their own families in their underground homes. Other tribes, more select in their habits as well as more ingenious, build barns for them, taking care to provide them abundant fodder. The parasites of the common plantain retire under the root leaves when the stalk is dry. Thither the ants follow, close up all the empty spaces with moist earth, construct galleries leading to their own city, and on rainy days run out to their barn to enjoy the benefit of their careful labor. In cold weather these cows are invaluable. The ant lays up no stock of winter provisions, but becomes torpid at the temperature two below zero—just the temperature of torpidity for the Aphides, by a wise provision. Hence there are times when their usual food is scarce and they might suffer if nature had not provided the singular milk which the ant well knows how to procure.

What a marvelous world is this in which we live! As we tread through the field any bright summer day, we can scarcely set down

our foot without startling, perhaps destroying, numbers of fellow creatures—yes, fellow creatures they are, for they are made by the same creative hand; and if we search into the order of their lives, we find it by no means insignificant. Not only do we behold curious parallels with our own passion-moved acts, but, more wonderful still, we discover provisions made for their happiness and for their sustenance, provisions not as bountiful, but just as certain as those we know to be made for ourselves. Can we not here learn anew the lesson so beautifully taught us centuries ago, when the lilies and the sparrows were the illustrations?

NAMES OF THE STATES.

A correspondent inquires why the States are called by their present names, and what their derivation and meaning:—

Maine—So called from the province of Maine, in France, in compliment to Queen Henrietta of England, who, it has been said, owned that province. This is the commonly received opinion.

New Hampshire—Named by John Mason in 1669, (who with another obtained the grant from the crown,) from Hampshire county in England. The former name of the domain was Laconia.

Vermont—From the French *verd mont*, or green mountain, indicative of the mountainous nature of the State. The name was first officially recognized January 16; 1777.

Massachusetts—Indian name, signifying "the country about the great hills."

Rhode Island—This name was adopted in 1674 from the Island of Rhodes, in the Mediterranean, because of its fancied resemblance to that island.

Connecticut—This is the English orthography of the Indian word of Quon-eh-ta-cut, which signifies "the long river."

New York—Named by the Duke of York under color of the title given by the English crown in 1664.

New Jersey—So called in honor of Sir George Carteret, who was governor of the Island of Jersey, in the British Channel.

Pennsylvania—From William Penn, the founder of the new colony, meaning "Penn's Woods."

Delaware—In honor of Thomas West, Lord De-la-Ware, who visited the bay and died there in 1610.

Maryland—After Henrietta Maria, Queen of Charles First, of England.

Virginia—So called in honor of Queen Elizabeth, the "virgin queen," in whose reign Sir Walter Raleigh made the first attempt to colonize that region.

North and South Carolina were originally in one tract, called *Carolana*, after Charles Ninth, of France, in 1504. Subsequently, in 1665, the name was altered to *Carolina*.

Georgia—So called in honor of George Second, of England, who established a colony in that region in 1732.

Florida—Ponce de Leon, who discovered this portion of North America in 1519, named it Florida in commemoration of the day he landed there, which was the *Pasquas de Flores* of the Spaniards, or "Feast of Flowers," otherwise known as Easter Sunday.

Alabama—Formerly a portion of Mississippi Territory, admitted into the Union, as a State, in 1819. The name is of Indian origin, signifying "here we rest."

Mississippi—Formerly a portion of the Province of Louisiana. So named in 1800 from the great river on the western line. The name is of Indian origin, meaning "long river."

Louisiana—From Louis Fourteenth, of France, who for some time prior to 1763, owned the territory.

Arkansas—From *Kansas*, the Indian word for "smoky water," with the French prefix *arc*, "bow."

Tennessee—Indian for "the river of the big bend," i. e., the Mississippi, which is its western boundary.

Kentucky—Indian for "at the head of the river."

Ohio—From the Indian, meaning "beautiful." Previously applied to the river which traverses a great part of its borders.

Michigan—Previously applied to the lake, the Indian name for a fish weir. So called from the fancied resemblance of the Lake to a fish-trap.

Indiana—So called in 1802 from American Indians.

Illinois—From the Indian *illini*, men, and the French suffix *ois*, together signifying "tribe of men."

Wisconsin—Indian term for a "wild-rushing channel."

Missouri—Named in 1821 from the great branch of the Mississippi which flows through it. Indian term meaning "muddy."

Iowa—From the Indian, signifying "the drowsy ones."

Minnesota—Indian name for "cloudy water."

California—The name given by Cortes, the discoverer of that region. He probably obtained it from an old Spanish romance, in which an imaginary island of that name is described as abounding in gold.

Oregon—According to some, from the Indian *oregon*, "river of the West." Others consider it derived from the Spanish, *oreganoo*, "wild majoram," which grows abundantly on the Pacific Coast.—*Exchange*.

EDUCATION OF CHILDREN IN THE FAMILISTERE AT GUISE.

The education of the children begins even from their tenderest age. Much of it, of course, results from the well-organized arrangement of the rooms, from the material cares with which they are surrounded, the general cleanliness in which they are placed, and especially the choice of the nurses, for it is the maternal sentiment which is the best auxiliary of early education, when this sentiment is directed by science and reason. The exercises of the children at this early age are not numerous. They consist in waiting, without crying, when they awake, until their turn comes to be attended to; to eat in their turn, without trying to take the food of their neighbors; to eat alone, like grown people, so as to become grown themselves; to stand up bravely in the little gallery in which they are taught to walk, and to pass their comrades without knocking them over or falling themselves; to go to the water-closets, and use them skillfully, induced thereto by the example of the larger children of the pouponnat; to see the little babies play, and listen to their songs; to admire the birds in the aviary, and talk with the parrot; to call the squirrel, and make him turn in his cage; to walk on the balconies and the lawns, guiding

by the hand the little friends who essay their powers ; to lie down and roll about on the lawns ; to talk with their young friends ; to obey the nurses ; to go to sleep without crying.

These are the results which the Familistere obtains without constraint from the young children living in company with their kind, by confiding their education to intelligent and affectionate women, in whom the love of good and of infancy is the chief quality. The infants remain in the nursery until, having learned to walk they eagerly demand to go into the pouponnat, and take part in the exercises of the next grade of children. This takes place usually at about the age of twenty-six to twenty-eight months. The children then return to their parents for their meals and to sleep, but come every day to the pouponnat, making the journey alone if they can, or, if not, being brought by some comrade or one of their parents.

The pouponnat is the necessary complement of the nursery, as a guarantee that the children do not lose the supervision which they still need before they are able to attend the schools. It has also a most happy effect upon the nursery. Children are imitative by nature, but the child is attracted to imitate not the actions of adults—these are beyond his comprehension—but the actions of children a little more advanced. The pouponnat is thus a strong stimulant to the nursery, as it in turn is stimulated by the bambinat. The exercises in the pouponnat are as follows : Gathering upon the benches for the first lesson ; inspecting the cleanness of the hands and face ; singing ; marching ; first lessons of good fellowship about what is good and bad, upon what is due to others ; lunch, with lessons in eating properly ; gymnastic exercises while singing ; walks in the garden and on the lawn ; moral and instructive stories by the teachers, illustrated by pictures ; first knowledge of letters ; singing the alphabet ; singing the numbers from 1 to 100, as they are pointed out by the monitors ; drawing upon their slates ; object lessons ; playing in the garden without injuring anything ; selecting the monitors for their merit ; reception of the week's recompenses, ribbons, bon-bons, toys, etc. ; from time to time sights of fine dolls which open their eyes, run out the tongue, move the hands, and other surprises promised in advance ; as exceptional recompenses, and at rare intervals, if all the children are very good and attentive to the directions of the teachers

a representation of a puppet-show; exhibition of images, artificial and living animals. These means for amusing and exciting the attention of the children are varied according to the intelligence and devotion of the teachers so as to produce the best results.—From "The Social Palace at Guise," by EDWARD HOWLAND, in *Harper's Magazine*.

A LIBERAL EDUCATION.

We do hope that our bright young men and women, just entering upon the threshold of active life, will stop and consider, whether in these times of stern requirement, these times that call for the keenest ability, and reward most amply the best preparation, they can afford to go half-weaponed into the strife, when at their very doors a generous education—thanks to the liberality of our community and our State—may be had for the asking! Thousands of Americans, in business and in society, are underlings, mere ciphers, achieving little success, exerting little influence, and commanding less respect, whereas they might have stood among the first and the best, had they only been content to get ready for their life-work before beginning it. Oh, that our youth could see, as they certainly will, bye and bye, that no time is spent so profitably as that which they spend in getting well equipped for the trials and responsibilities of their swiftly-coming future! It was the rash Phaëthon, unfitted by strength or experience to guide the chariot of his father, the Sun, who, insisting upon this dangerous honor, lost control of the celestial steeds, threw the heavens into a tumult, set the earth on fire, and as a punishment for his presumption, fell, smitten by one of Jupiter's thunderbolts, into the river Eriadnos. Young men and women, know, that there is not a walk of life, a trade, or a profession, that is not filled by zealous, resolute competitors. Remember, too, that there never was a time when the enemies of Christianity were more active, more numerous, or more able, than they are to-day. If, aware of these things, you enter life's battle without the "shield and buckler" of a liberal education, when God in his goodness has placed it within your reach,

you will not only equal Phaëthon's recklessness, but you will deserve his fate.

We know that thoughtless people, who can see but one side of any truth, are forever quoting Horace Greeley, the *prince of editors*, as example of what can be accomplished without the help of the schools. They love to instance Abraham Lincoln, graduate of a lumber-job, most effective stump-speaker in the West, President of the United States, as proof that Latin and Greek have no value whatever in fitting a man for politics or business. Is it not apparent, that these men succeeded because of their genius; not because of their ignorance, but in spite of it. No men ever lamented more sincerely their lack of early opportunities, their lack of this very classical culture which so many of their admirers affect to despise, than have Lincoln and Greeley. That student, or that anxious parent, or that sensible person in whatever circumstances, who wishes to get at the truth, will ask, *not* how many have *succeeded* without liberal opportunities, but how many have *failed* without them—not how great honors, and what splendid distinctions, Horace Greeley and Abraham Lincoln won *without* college courses, but whether their lives would have been richer, more useful, and more satisfactory, *with* college courses. In a word, the question to be asked is this: "Has liberal education, on the whole, proved a blessing or a curse, to individuals and to the race?" It seems to us, that this question can be truthfully answered in but one way, and, practically, we trust that this community will answer it in the same way, not only by patronizing their Common and High Schools, but, as fast as possible, the best of our New England Colleges and Normal Schools.

Boys and girls, if any of you have a "knack of stringing words together," and therefore imagine that you can become great writers and thinkers without school aid, because Horace Greeley, or some other prodigy, has done so, the probability is, that for a few years you will awaken considerable admiration on the part of your friends and teachers, that you will even astonish them by your brilliancy and your precocity. But be not deceived. When schooldays shall have forever passed, you will awake to the sad, yet stern fact, that you neither possess the material out of which ideas are formed, nor that thorough training which enables the educated person to deduce ideas,

and by proper arrangement and expression to make the most of them. It is greatly to be feared that you will find out, when it is too late, that you never possessed ideas of your own, but had only been glibly mouthing the ideas of others. It may not be so. You may be, like the distinguished editor whom I have named, "one in ten thousand." But, after all, the chances are, that you are not a genius—that, like the rest of us, you are a very common-place sort of person, and will have to work hard for all that you honestly get, and all that you really become. It will, at least, do you no harm, to read what Uncle Jacob says, in "My Wife and I," to the young man just starting for college. I cannot quote at length, but the substance of his advice was, that "you cannot take out of a barrel what never went into it." If any of you, longing to enter the giddy arena of affairs, are dazzled by the wonderful careers of Vermont peddlers and city newsboys, and suppose that without comprehensive education *you* too can mount to the highest round of the ladder, and make the world move at your bidding, think not of the *few* who have done this in spite of their lack of special qualification, but of the millions who have failed, upon the same race-courses, *because* of their lack of qualification! Think of this, and be inspired to get, while you may, the most careful, the most liberal, and at the same time the most *practical* culture which our country affords.—O. H. K. in *Narragansett Weekly*.

SCHOOL TEMPERANCE SOCIETIES,

To the Trustees of Public Schools of the District of Columbia:

GENTLEMEN: Intemperance is the great evil of Christendom. "In the United States over five hundred thousand persons are engaged in the liquor traffic, and \$700,000,000 are annually expended for drink. Each year intemperance sends 150,000 persons to prison, reduces 300,000 women and children to beggary, adds 600,000 to the long list of drunkards, and sends more than 100,000 to premature graves." The extent of the evil is truly frightful. We are rapidly becoming a nation of drunkards. Our political and social institutions are contaminated, and our Republican government, which

ought to be an example to elevate the world, is in danger of going down in the awful night of intemperance. Something must be done. The important question is, What shall the nation do to be saved? What shall be done to lessen, or haply to eradicate, this frightful evil?

The only remedy, in my opinion, is education. Drunkenness is caused by education, by learning to drink in company, and when the appetite is once acquired it is almost impossible to resist it. As it is caused by associated education, or learning to drink in company, why may it not be generally prevented by associated education, or learning in company not to drink? As the use of drink and tobacco come through learning, generally while young, the young should be taught never to taste either.

As early impressions are generally lasting, scholars should be taught in school, never to drink, or use tobacco. To do this, every school should be organized into a temperance society. A pledge would be signed voluntarily by all the scholars, and also by the teacher, and should be framed and hung up permanently in the school-room. New names to be added from time to time. At the same time that the public pledge is signed, a small duplicate copy should be signed by the scholar and the teacher, and be presented as a *reward of merit*, to be preserved, unless it is broken. If the scholar changes schools a new pledge should be signed. When the pledge is full, hang up a new one, the full one to remain as a constant reminder, and as an inducement to others.

And finally, in addition to the pledge, voluntary and free lectures should be delivered before the schools, severally or congregated, at least once during each term, by men who have experienced the evil effects of drink or tobacco.

Through the general adoption of this plan it is hoped that the mass of the rising generation may be taught never to use either liquor or tobacco.

A bill proposed by me, authorizing such pledge to be placed in the public schools, was passed by the City Council more than two years ago, but failed with the Aldermen. This plan is now proposed to the trustees of public schools, believing that you have the authority and the will to adopt it. It will also be offered to the school boards

of other cities, and it is likewise recommended to private schools and colleges, that it may receive a trial throughout the entire nation. As women are great sufferers through man's intemperance, it is suggested that delegations of temperance ladies use their influence with school boards when necessary to secure its adoption. Will the press generally give this an insertion, and also their powerful assistance editorially. Very respectfully,

A. WATSON.

WASHINGTON, D. C., August 30, 1872.

THE NATIONAL CAPITAL.

WASHINGTON, D. C., Oct. 1st, 1873.

TO THE EDITOR OF THE RHODE ISLAND SCHOOLMASTER :

It is a good omen, when a people begin to take pride in their National Capital, especially where, as in our case there is something substantial and worthy of our high commendation.

Great changes and wonderful improvements have come over the city of Washington. It used to be fashionable to degrade rather than elevate it. Americans of high-culture used to seem more proud to follow in, and esteem the abuse of foreigners rather than find out any good in its favor. It used to be considered *genteel* to make these comments; and speak of the often quoted "*magnificent distances*" in a manner which denoted contempt rather than beauty and grandeur.

The Capital has continued to improve, year by year, and in the last year or two very rapidly, till this phrase, so often used in contempt, may be spoken with a truer significance, denoting substantial magnificence in connection with large distances which expands the mind, and prompts men to exclaim, "See WASHINGTON, the Capital of the Great Republic, and die"—not to die, as was wont to be the case, with fever, ague, malaria, etc.; but in the spirit of soul satisfaction—the climax of all sight-seeing.

The city has by no means yet attained to a completion of beauty and magnificence; but from the vast improvements so recently made,

and the exhibition of the spirit which prevails to advance its real beauty, one can easily see in the mind's eye its glorious future. It struggled long through its native mud and outside contempt; but the turning point has been attained; and to-day it commands the respect and even pride of that same class who used to think that they were showing their own individual culture by ridiculing and condemning their own National Capital. How much better it would have been had they lent a hand and tried to elevate, rather than retard by their indifference and contempt.

About a year ago one of the popular papers of the day, took up this subject and showed, by good reasons and personal experience, Washington to be in a general sense, the finest national capital-city in the world. Other capitals, it is said, may have individual advantages; but when all things were considered, government buildings, location and plan of city, climate, etc., the National Capital at Washington was all that was here claimed.

The city; like the republic, was laid out on a grand scale, and it therefore took a longer time for it to reach a point where real gain could be perceived, than if it had been confined to more contracted limits. Much honor to those who have been its steadfast friends, and worked to advance its condition in keeping with the Great Republic of the Western Hemisphere.

There is still vast room for improvements; and they are being continually worked up; not only within, but from some friends from without. Not a few of the members of Congress have taken hold of this work with a willing heart. They seem to have worked very quietly, yet their influence is potent for substantial benefits.

The idea of making the old Hall of Representatives a National Art Gallery, was a fine conception. A good beginning has been made. To be sure only two States have, as yet, presented their offerings, Rhode Island and Connecticut; but then these are fine key-notes. Many come to admire and praise them. One noticeable feature about the Capital is the gradual and steady increase of strangers, who come to see the city and add to its attractions. Among these, and always present, are numerous young married couples, apparently on their bridal tour. They lend a fascination and a charm, as they linger about the city and its attractive institutions. One can

see all classes, from the "first circles" of our large metropolitan cities, to the simple verdant ones from the rural districts, who amuse outsiders by their going hand-in-hand through the grand corridors of the Capitol, Patent Office, Smithsonian or Agricultural Department building, and even with simple indifference to the outside world, continue the same connection on the busy thoroughfare of Pennsylvania avenue. In regard to this point we hope it will not be abused; and fashion prompt those who cannot well afford the expense to make the tour, just because others do, and who really have no other aim outside of these promptings.

In the tone of this, our first correspondence from the National Capital, we have aimed to be rather general than particular; therefore have not entered into detail, but tried to confine ourselves to "things in general"—skim over the surface. If we continue it, we propose to take up in detail the various subjects with which we are familiar. There are many points of attractiveness here—for all classes of correspondence; and it seems to us that the kind is not only good but abundant.

I. P. N.

WHAT HAS BEEN ACHIEVED BY YOUNG MEN.

William Pitt, the first Earl of Chatham, was twenty-seven years old, when, as a member of Parliament, he waged the war of a giant against the corruptions of Sir Robert Walpole.

The younger Pitt was scarcely twenty years of age, when, with masterly power, he grappled with the veterans in Parliament in favor of America. At twenty-two he was called to the high and responsible trust of the chancellor of the Exchequer. It was at that age that he came forth in his might on the affairs of the East Indies. At twenty-nine, during the first insanity of George III, he rallied around the Prince of Wales.

Edmund Burke, at the age of nineteen, planned a refutation of the metaphysical theories of Berkeley and Hume. At twenty he was in the Temple, the admiration of its inmates for the brilliancy of

his genius, and the variety of his acquisitions. At twenty-six he published his celebrated satire, entitled "A Vindication of Natural Society." The same year he published his essay on the Sublime and Beautiful—so much admired for its spirit of philosophy and the elegance of its language.

George Washington was only twenty-seven years of age when he covered the retreat of the British troops and Braddock's defeat; and the same year he was appointed commander-in-chief of all the Virginia forces.

General Joseph Warren was only twenty-nine years of age, when, in defiance of the British soldiers stationed at the door of the church, he pronounced the celebrated oration which aroused the spirit of liberty and patriotism that terminated in the achievement of independence. At thirty-four he gloriously fell, gallantly fighting in the cause of freedom on Bunker Hill.

Alexander Hamilton was a lieutenant-colonel in the army of the American revolution, and aide-de-camp to Washington at the age of twenty. At twenty-five he was a member of Congress for New-York; and at thirty he was one of the members of the convention that formed the constitution of the United States. At thirty-one he was a member of the New-York convention, and joint author of the work entitled the "Federalist." At thirty-two he was Secretary of the Treasury of the United States.

Thomas Haywood, of South Carolina, was but thirty years of age when he signed the record of the nation's birth, the Declaration of Independence. Eldridge Gerry, of Massachusetts, Benjamin Rush and James Wilson, Pennsylvania, were but thirty-one years of age; Matthew Thornton, of New Hampshire, Thomas Jefferson, of Virginia, Arthur Middleton, of South Carolina, and Thomas Stone, of Maryland, thirty-three; and William Hooper, of North Carolina, but thirty-four.

John Jay, at twenty-nine years old, was a member of the revolutionary congress, and being associated with Lee Livingston on the committee for drafting an address to the people of Great Britain, drew up that paper himself, which was considered one of the most eloquent productions of the time. At thirty-two he penned the old constitu-

tion of New-York, and in the same year was appointed Minister to Spain.

Milton, at the age of twenty, had written his finest miscellaneous poems, including *L'Allegro*, *Il Penseroso*, *Comus*, and the most beautiful part of *Monodois*.

Lord Byron, at the age of twenty, published his celebrated satire upon English Bards and Scotch Reviewers; at twenty-four, the two first cantos of *Childe Harold's Pilgrimage*.

Mozart, the German musician, completed all his noble compositions before he was thirty-four years old, and died at thirty-five.

Pope wrote many of his published poems by the time he was sixteen years old; at twenty, his essay on Criticism; at twenty-one, the *Rape of the Lock*; at twenty-five, his great work, the translation of the *Iliad*.

Sir Isaac Newton had mastered the highest elements of mathematics, and the analytical method of Des Cartes, before he was twenty; and discovered the new method of infinite series, of the new telescope, the laws of gravitation, and the planetary system.

Dr. Dwight's conquest of Canaan was commenced at the age of sixteen, and was finished at the age of twenty-two. At the latter age, he composed his celebrated dissertation on the History, Eloquence and Poetry of the Bible, which was immediately published, and republished in Europe.

Charles XII, of Sweden, was declared of age by the states, and succeeded his father at the age of fifteen. At eighteen he headed the expedition against the Danes, whom he checked; and with a fourth of their number, he cut to pieces the Russian army, commanded by the Czar, at Narva, crossed the Dwina, gained a victory over Saxony, and carried his arms into Poland. At twenty-one, he had conquered Poland, and dictated to her a new sovereign. At twenty-four he had subdued Saxony.

Lafayette was a major-general in the American army, at the age of eighteen; was but twenty when he was wounded at Brandywine; but twenty-two when he raised supplies for the army, on his own credit, at Baltimore, and but twenty-three when raised to the office of commander-in-chief of the National Guards of France.

EDUCATIONAL INTELLIGENCE.

EDITED BY MR. C. E. NEVILLE, PAWTUCKET, R. I.

Annual Meeting of the Rhode Island Institute of Instruction, Thursday, Friday and Saturday, January 9th, 10th, and 11th, 1873, at Musio Hall, Providence.

SPEAKERS AND LECTURERS EXPECTED:—Hon. E. E. White, Ohio; Prof. Hiram Orcutt, New Hampshire; Prof. L. B. Monroe, Boston, Mass.; Rev. Dr. Robinson, President Brown University; Prof. S. S. Greene, LL. D., and Prof. J. L. Diman, LL. D., Brown University; Hon. John Kingsbury; His Excellency Gov. Padelford; Mayor Doyle, and others.

Full programme in December **SCHOOLMASTER**.

 Remember the dates, January 9th, 10th and 11th, 1873.

New Head-Quarters of the Department of Education in Rhode Island.

By a recent act of the General Assembly, the Governor was authorized to hire suitable rooms for the several State offices in one building, if possible. The large block on North Main street, near the First Baptist Meeting House, erected by Rufus Waterman, Esq., and called the Elizabeth Building, offered fine apartments for the carrying out the above plan, and offices have been secured for the State Auditor, State Treasurer, the Quarter-Master General, the Sheriffs, and Judges of the Court of Magistrates, the Board of State Charities and Corrections, the Board of Education, the Trustees of the State Normal School, the Commissioner of Public Schools, and the R. I. **SCHOOLMASTER**. The new rooms for the Educational Department are on the first floor above the street, and are beautifully located in the new block, as well as centrally located in the city. The rooms have been newly furnished by the Governor with neat and suitable furniture, and the walls are hung with the most modern appliances of maps, charts, &c. The book-cases have been constructed with reference to a systematic arrangement of all school documents of this and other States, so that educators can consult the school laws and reports of all the States and Territories of the Union, as well as the documents of foreign States. The school magazines in exchange with the R. I. **SCHOOLMASTER** may be found upon the shelves, and a view of them suggests the vast amount of professional reading now furnished teachers and others.

The Teachers' and School Officers' Business Directory and Bulletin, offers increased facilities for officers to secure teachers, and for teachers to secure places.

In the matter of plans for school houses, desks, seats, furniture and apparatus, this office will be furnished with the most improved models, so that all who desire assistance, advice or direction, will know where to apply for it. School laws, registers, blanks of all kinds for the use of the schools, may be obtained, free of expense. In order that the office may be kept open, in the absence of the Commissioner, the Board of Education have recommended a clerk for the extra services now required, and the friends from all parts of the State may be sure to find the office open from 10 A. M. till 3 P. M., each week day. The Commissioner will always be at the office, unless he is engaged in school work in other parts of the State.

The editorial rooms of the R. I. SCHOOLMASTER are now permanently associated with the other educational work of the State, and as we have more elbow-room for labor, we expect to do more and better work for our State journal. We invite the readers of the SCHOOLMASTER to look in upon our cozy home, in the Commissioner's new rooms.

A cordial invitation is extended to all to come and see the commodious and cheerful apartments of this very important department of State work at Elizabeth Building, No. 104 North Main Street, Rooms 7 and 8. Office hours from 10 A. M. to 3 P. M.

WARWICK.—We have examined some specimens of map-drawing and pencil-sketching furnished by the pupils of Miss Mary C. Smith, of Pawtuxet, and feel that we cannot too strongly commend the efforts of the teacher in this direction. The specimens are good, and evince not only careful teaching, but also excellent taste on the part of the pupils. Drawing is a branch much neglected by the schools of our State, and, if we would be in the van of progress in Rhode Island, we cannot afford longer to defer the introduction of art teachers into our public schools. We recommend to all our teachers a thorough perusal of Walter Smith's late work on the subject of Free-hand Drawing.

PAWTUCKET.—Evening schools have been opened in the Church Hill and Garden street school buildings, and an efficient corps of teachers have been provided. The rooms are crowded with earnest pupils every night.

This village, on the North Providence side, is growing rapidly in population and wealth, and needs a good high school to educate not only its grammar school graduates, but also the swarms of pupils that now seek a higher education in the private schools of Providence.

SOUTH KINGSTOWN.—The Rev. Elisha F. Watson has been appointed Superintendent of public schools, vice D. P. Spencer, Esq., who has accepted a call to the principalship of Wickford Academy.

MANVILLE.—Mr. O. C. Hill succeeds Mr. Wm. Munroe at the public school in this village.

NEW TEXT-BOOKS.—Hagar's Arithmetic has recently been adopted in the State Normal School, and in the schools of North Providence, Barrington, and Scituate; also, in Portland, Me. The State Normal School, and the towns of Barrington, Cumberland, and East Providence have introduced Munroe's Readers.

EAST GREENWICH.—The several grades of the school in District 1, commenced the autumn term on the second Monday of September, with Mr. W. H. Taylor as principal, and Miss Carrie Stanley, assistant. Miss Emma Potter has charge of the Intermediate, and Miss Fannie Eddy and Miss Ada Hawkins have the first and second Primary departments. Mr. Taylor and Miss Stanley are new teachers of whom much is expected; while the other departments have long profited by the experience of their respective teachers. The school numbers about 200 scholars. Some very necessary repairs have been effected upon the school building, and a well dug upon the premises for the convenience of the school.

At a meeting of the School Committee, held on Saturday the 19th inst., the Superintendent was appointed to act as committee on the examination of teachers. He was also requested to frame a new code of regulations for the government of the schools, to be considered and adopted at a future meeting.

Greenwich Seminary.

The many friends of the Providence Conference Seminary will be interested in the following note from the Principal of the same, which we take from the *Journal*:

To the Editor of the Journal:—Various reports having been published as to the sickness which has prevailed at the Seminary, and various rumors being current, it seems proper that a full statement of the facts should be given to the public.

The first case of sickness this term was that of Martin Hall, resulting in death, Sept. 24th. His disease was brain fever, and appears to have had no connection with the disease subsequently prevalent. About two weeks before the closing of the school, Oct. 18th, several cases of bilious or gastric fever occurred, followed by others, in all about fifteen. Besides these, several students were attacked at their homes after leaving the Seminary. At the end of the first week typhoid-symptoms appeared in three or four of the cases, altogether pointing to some local infection. Being unable to find any cause for the sickness, the school having never before been visited by any epidemic, and but one death having occurred there in over thirty years, we deemed it advisable to dismiss the school for the present term.

One student, Miss Seraphine A. Baker, and the preceptress, Miss Delia W. Daggett, have died of the disease.

Immediately on the removal of the students a very thorough examination of the premises was begun, which resulted in the discovery of a leak in the sewer in the rear of the boarding house, caused by rats, and by which a portion of the sink drainage was deposited under the small ell attached to the rear of the house. Doubtless this seemingly slight cause has temporarily changed this hitherto healthful home into the abode of sickness and death. The cause having been discovered, it will of course not be difficult to remove and so eradicate the disease. It is but just that I should acknowledge the aid of Dr. Baker of Providence, the consulting physician, in searching for the cause of disease.

D. H. ELA, Principal.

Greenwich, Oct. 21, 1872.

MR. B. W. PUTNAM, of Jamaica Plains, who has studied with Walter Smith his system of Art Instruction, will instruct the classes at the Normal School, having been elected Teacher in Drawing for the Normal School by the trustees of that institution. In addition to this work, he has been secured by the Committee on Evening Schools to give instruction in drawing in the evening Polytechnic School on Fountain street.

The *Journal*, referring to it, has the following:

"The system will be the same as introduced by Mr. Walter Smith, formerly head master of the Leeds School of Art in England, and at present art educator of Massachusetts. This distinguished instructor argues that drawing is the language of the eye, speaking through the hand, and had the subject received proper attention, it would now be as easy for our children to express what they see by drawing as to give their ideas in language. It is now a recognized fact that the cultivation of fine art tends to heighten the finer sensibilities of a people, and to enlarge their intellectual vision on the side of beauty, and consequent perception of the value of the æsthetic side of human nature, as the chiefest social refiner. A part of the ultimate good to be derived from art education, will be that of placing Rhode Island at the crest of the energies of the world in design and manufactures. The time has already come when we should educate rather than import skilled designers. Our schools at present are sadly deficient in the means of art education, but we believe the day has fully dawned for free instruction in the hitherto neglected arts."

LAFHAM INSTITUTE.—This institution closed a very pleasant and successful term on Thursday, Oct. 31st. The winter term will open November 11th.

RHODE ISLAND INSTITUTE OF INSTRUCTION.—Since its organization in 1844 twenty-eight years ago, this Association has had but nine Presidents, as follows: John Kingsbury, who served from '44 to '55, inclusive; S. S. Greene, '56 to '59; J. J.

Ladd, '60 to '64; William A. Mowry, '65 to '66; Thomas W. Bicknell, '66 to '68; N. W. DeMunn, '68 to '69; J. T. Edwards, 1870; A. J. Manchester, '70 to '72, and Merrick Lyon, now serving. The following named gentlemen have been Secretaries of the Association in that time: J. D. Giddings; C. T. Keith; Caleb Farnum; A. A. Gamwell; A. W. Godding; E. H. Magill; F. B. Snow; A. C. Robbins; T. B. Stockwell; F. G. Morley, and G. E. Whittemore. The next annual meeting will be held in Music Hall, Providence, on the 10th and 11th of January.

THE WORLD MOVES.—The Chinese government has decided to send a large number of boys to the United States to be liberally educated. This is a movement in the right direction. These students, coming as they do from wealthy and influential families, will return to their own land, after fifteen years' culture in America, as the exponents of a new and higher civilization. The Commissioners of the Chinese government will probably reside at New Haven, and the boys, to be easily accessible, will be distributed in Connecticut and Massachusetts. Already upwards of two hundred homes have been found for these students, although but thirty have yet arrived.

PROVIDENCE.—This city is to have another large Grammar school building of brick and stone, on the corner of Point and Plain streets; the estimated cost will be \$100,000.

At a recent meeting of the School Committee, a very animated discussion arose upon the question, "Shall the school year be divided into three terms or four?" A vigorous war was waged by the advocates of the two plans: but, as neither party would yield, the battle was a drawn one, and the terms and vacations in the public schools, remain *in statu quo ante bellum*.

The committee are taking measures to provide free instruction in drawing for the pupils of the public schools.

A resolution recently passed by the City Council, and concurred in by the Board of Aldermen, to build on Messer street, an eight-room building for primary and intermediate schools, was vetoed by Mayor Doyle, who supports his action by the following reasons:

1. It changes in an important particular, the established policy of the city, which is, to build small four-room buildings near enough to each other to accommodate the small children who attend these grades without obliging them to walk too far.

2. Other cities which for a time departed from this policy, are returning to it.

3. No reason arising from pecuniary considerations, can be alleged in favor of either plan.

LECTURES.—Professor Bancroft lectures upon the subject of Rhetoric, each alternate Saturday, at the Normal School. His next lecture will be given on the 16th instant, at 11-30 o'clock.

Professor Diman is also lecturing upon History, at the Friends' School.

PUBLISHER'S DEPARTMENT.

Back numbers for July, August, and September, of the current volume, wanted at this office.

We take pleasure in calling attention again the current month to our advertising pages. Our friends, the publishers, abound in good things, and call upon us to

lend them our aid in setting forth their attractions, which we most cheerfully do. The wide-a-woke house of WILSON, HINKLE & Co., present on our first page a new chart for the guidance of their friends. You will find something there that you want.

On pages two and three our readers will find some information for which we know they will be extremely grateful. We all know the impetus which has been given to art culture in Massachusetts and vicinity by Walter Smith, her new Art Director. MESSRS. J. R. OSGOOD & Co. announce the publication by them of a complete series of books on that subject. Don't fail to read their statement.

Look at the top of page seven for "a good thing."

It gives us pleasure to call attention to the statement of MESSRS. GINN BROS., of their new musical works, as well as of their growing, and already quite complete classical course. You will find it at the top of the eighth page.

If you want a beautiful picture to grace your home, T. S. ARTHUR & SON tell you, on page eight, how to obtain it.

The MESSRS. MERRIAM have a new anacrostic on the eleventh page; where they also present much other valuable information.

MESSRS. IVISON, BLAKEMAN, TAYLOR & Co's programme for the fall and winter campaign will be found on page twelve, the last of our advertising pages. If you pass it by you will surely regret it.

Those who are wont to turn to the last page of the cover for something new from COWPERTHWAIT & Co., will find "good news" this time.

When in addition to all these new appeals to your notice and consideration, we offer you, gentle reader, the attraction of such regular contributions to these columns as are presented by Messrs. E. M. Thurston & Co., Thompson, Bigelow & Brown, J. L. Shorey, Brewer & Tileston, Wm. Wood & Co., Biglow & Main, and many others, surely we are not amiss in claiming for this part of our journal an unusual degree of excellence.

We hope the few among our subscribers who are slightly in arrears with us on their subscriptions, will not consider this as too broad a hint. But we should be very glad to receive a little money about these days.

Any School Superintendent in this State who has not examined HARR'S FIRST LESSONS IN COMPOSITION, will be furnished with a copy for examination, without charge, by addressing the publishers, Eldredge & Brother, 17 North Seventh street, Philadelphia. Superintendents corresponding with us are requested to send us a copy of the circular or report of their schools, addressed as above.

OMAHA.—The Omaha (Neb.) Board of Education recently adopted for the public schools of that city, *McGuffey's Readers and Speller*, *The Eclectic Geographies*, *White's Arithmetics*, *Harvey's Grammars*, and *Venable's U. S. History*.

An article on the "Co-Education of the Sexes" will appear in the December SCHOOLMASTER, from the able pen of Prof. Hiram Orcutt, of the Tilden Ladies' Seminary, West Lebanon, N. H.

Also, an article on "Compulsory Education," from George S. Burleigh. We are happy to know that our cotemporaries and exchanges appreciate the value of Mr. Burleigh's articles which appear in THE SCHOOLMASTER monthly. We only ask that, in republishing from us, they would give Mr. Burleigh credit of authorship, and THE RHODE ISLAND SCHOOLMASTER the value of the ownership of these articles.

OUR BOOK TABLE.

AN ELEMENTARY GEOMETRY AND TRIGONOMETRY. By William F. Bradbury, A. M., Master of Cambridge High School.

This is a concise work, claiming to contain all the essential propositions in Geometry, together with practical questions in review, and theorems for original demonstration, in the brief space of 110 pages. In about the same space is found a practical course in Plane Trigonometry, with the requisite tables of Logarithms and Logarithmic sines and tangents. These two treatises make a small book, and are published together and also separately. These complete the Eaton's Series of Mathematics, and, though published but a few weeks, have already been adopted in Cambridge, Somerville, and Chelsea, Mass.; Lewiston, Me.; Middletown, Conn.; Washington, D. C., and in many smaller towns.

This work, by its clear definitions, progressive arrangement, and by its careful elimination of needless matter, seems admirably adapted to prepare the pupil for the application of Geometry and Trigonometry in those employments requiring their use.

ENGLISH GRAMMAR. By Alexander Bain, Prof. of Logic in the University of Aberdeen. Holt & Williams, New York.

A very unpretending little volume, about the size of Leach & Swan's Speller. We have been intensely interested in its *originality*, and as we continue to examine, the wonder grows, that one small book holds all the thought that flows.

We have received *SEA AND SHORE*, by Oliver Optic, it being the sixth and last volume of the "Onward and Upward Series." It is fully as interesting as any of the preceding books of the series, and will doubtless be welcomed by the boys and girls.

We have also received *LITTLE GRANDMOTHER*, published by Lee & Shepard, of Boston. The "Little Prudy Books" and "Dotty Dimple Stories" are always favorites of children, and we know that "Little Grandmother" will meet with as warm a welcome as any of the other books by this writer. Sophie May is unquestionably the children's favorite, and even grown up children take delight in reading the amusing sayings and doings of "Little Prudy" and "Dotty Dimple."

We have received *WAIFS FROM WAY BILLS OF AN EXPRESSMAN*, by T. W. Tucker, published by Lee & Shepard, of Boston. This little book gives an account of the early history of the express, as well as its workings of later years. It will be of interest to the general reader, as giving an account of a traffic which concerns the public at large, and it may be of advantage to the man of business.

MONROE'S SERIES OF READERS. Cowperthwait & Co., Philadelphia.

The compiler of a series of school readers should be a man of keen, moral sense, refined literary taste, and of a large, successful experience as a teacher of reading. These qualifications Prof. Monroe combines to an extent rarely, if ever before, equalled by any author, in this department, in this country.

Upon the announcement that the above series was in preparation, our anticipations were raised very high, and the volumes now presented the public—the fourth, fifth and sixth of the series, being published—fully justify our expectations.

Two classes of critics only can, we think, discover what are to them, serious defects in the books. 1. Those who would make the school reader a kind of textbook, or substitute for one, on natural science or some other school study. 2. Those who would force upon the minds of mere children the great classic masterpieces of literature, the scope, depth and application of which, mature minds only can comprehend.

With a fondness for natural science which grows as we advance in life, yet we protest against confining the selections of a reading book to this or any other de-

partment of learning. The reader, more than any other school book, we had almost said more than all others, is adapted to cultivate character; and therefore, should be made with the end in view of developing the whole man, rather than one side of him. Look at Monroe's readers, if you would find a range of pieces adapted to this end as well as to that of making good oral readers in various styles.

In relation to the second class, we have only to say, that, so far as experience and observation teaches, we are forced to believe that the impression received by the great majority of children who are required to read or commit to memory the standard classic pieces that occupy so prominent a place in most of the higher readers now in use, to the exclusion of matter which is within their comprehension, is of so shadowy a nature as to be of no essential benefit,—filling the mind with, to them, empty words at just the period when seed thoughts should be planted, and growing.

The preliminary matter for special drill, and the suggestions in reference to making the reading lessons intelligible, and abiding in their effects, is the crystallization, if we may use the term, of an experience in teaching elocution and study of its principles, which has placed the author in the very highest rank of his profession.

The publishers, evidently aware that they have a good thing in hand, are doing all that can be desired in the way of typography, illustration and binding. L. W. R.

A FRENCH VERB BOOK. By Ernest Lagarde, A. M. Philadelphia: El-dredge & Brother.

The object of this little book, the author of which is Professor of Modern Languages in Mount St. Mary's College, Md., may, perhaps, best be gathered from his own words which follow: "I do not propose to give in this work, even in its most comprehensive scope, a grammar of the French language; but I aim at treating the problem of the conjugation of French verbs in the simplest and most compendious manner possible; in point of fact, my work is intended as a monogram on French verbs; and whilst discussing the question as fully as was in my power, I never lost sight of the fact that I was writing for those who have practical purposes to serve, and whose chief aim is to understand the language, both accurately and readily." It is in reality an attempt to simplify, and thus render more attractive and more successful, the French irregular verbs, the bugbear of most scholars, and the discouragement of most teachers; and if the work in question is likely to contribute to such an end, as we think it will, the author may be congratulated on the result. It may be some comfort to those commencing the study of this rich and useful language, to be told that out of a total number of 4,700 verbs in the four conjugations, 4,300 are regular, and therefore present but little difficulty to the learner. We allude above, to the old division of four conjugations, but this author arranges his work on the basis of *eight* conjugations of regular and *eight* of irregular verbs; classifying as regular some that are considered irregular in other works, such as *craindre*, *venir*, *mentir*, *atteindre*, and giving a useful synopsis of the peculiar irregularities of those which come under the latter head, as well as of the rules for the formation of the different derivative tenses. Here are likewise some explanations with respect to the use and meaning of the tenses which are likely to aid the puzzled student, and they are accompanied by illustrative examples, and arranged in a convenient form. The work does not present much of novelty or originality; but the information seems reliable, and is brought together in such a handy and compendious form that it can hardly fail to be useful to those for whose benefit it was intended. G.

TRAINING LESSONS IN THE ELEMENTS OF ENGLISH GRAMMAR.

By Alfred Holbrook, Principal National Normal School, Lebanon, Ohio. Cincinnati: George E. Stevens & Co.

Those who are acquainted with Mr. Holbrook, and his entirely original ideas on the theory and practice of teaching, will, of course, not be surprised at anything they may see. Others may, and doubtless will observe a number of departures from the beaten track.

From the somewhat cursory examination we have made of the work, we should say that it was in the main a good one. The principle in accordance with which it is constructed, is, as we believe, the correct one. We question whether it is the thing to put too many *directions* to a teacher in a text-book. Teachers who cannot

understand their text-books, without guides, will never do much *with* them. Text-books that *need* explanation to any extent in order to fit them for use, are not of much value in any circumstances.

DRAWING—Free Hand, Model and Object. We have received from Noyes, Holmes & Co., Boston, through Mr. J. W. C. Gilman, the American Drawing Book, the American Drawing Cards, Nos. 1 and 2, the Teachers' Companion to the American Drawing Slates and Cards, elementary and advanced, by Walter Smith, Art Master, South Kensington, London, General Supervisor of Drawing in the Public Schools, Boston, and State Director of Art Education, Commonwealth of Massachusetts.

The increased and increasing attention now paid to this department of common school education has called for the publication of various books of instruction, and facilities for the practical application of the same, in the cards, drawing books and slates now before the public. To say that Mr. Smith's system is the best yet presented in this country, is but to unite in the universal approval of all interested. We are glad to know that this enterprising publishing house is doing so much to advance this valuable department of practical education. The appliances mentioned above may be examined at the office of the Commissioner of Public Schools.

SWINTON'S WORD BOOK SERIES SPELLER. Ivison, Blackman, Taylor & Co., New York.

We have examined the "Speller" of the above series with much satisfaction. It comes nearer to our ideal of a really useful, practical spelling-book than any other volume that we have seen. It classifies into convenient lessons for study the words which come into actual use in practical life. Common words, including different representations of the several vowel sounds, are judiciously arranged to aid in acquiring their correct spelling and pronunciation. A careful division of words for oral and written spelling is made, the latter including abbreviated forms, words upon which errors are common in division into syllables, those requiring the use of a capital, compound words from which the hyphen is, by custom, dropped, and others in which it is retained. Opening part I., at random, we notice lessons under the following headings: Household Articles; Birds and Fishes; Articles of Food; Names of Occupations; Parts of a House; Names of common Animals; Household Names, &c. Also, Hard little Words; Derivative Words; Monthly Reviews; Daily Market Report, and many other useful lessons. The "second year's work" unites with the spelling much judiciously selected matter relating to our use of foreign words, derivation, suffixes, prefixes, etc. *Don't neglect to examine this book.*

McGUFFEY'S NEW JUVENILE SPEAKER. Wilson, Hinkle & Co., Cincinnati, O.

This book contains 216 choice selections, well adapted by their character and length for school declamation. The pieces are gems of literary excellence, and so varied in style as to render the volume of marked value as a class reader, furnishing just the range of short pieces needed for drill exercises in the different styles of utterance. Its introduction of chorus or concert exercises for reading, recitation, or singing, is a pleasing and valuable feature of the volume.

Hurd & Houghton have published the eighteenth thousand of *HEALTH BY GOOD LIVING*, by W. W. Hall, M. D., editor of *Hall's Journal of Health*. The large circulation of this book is an index of the value which the people place upon Dr. Hall's advice on health matters. As good health is the highest result of our education and of our civilization, it is well for us to approximate as rapidly as possible, to the laws of life, which nature and experience teach to be true. Dr. Hall teaches us to follow nature's laws, and in so doing he teaches wisely and well. Teachers, of all persons, need good health, and to them we commend the book now before us.

We are indebted to Mr. A. P. Stone, the Principal of Portland High School, for a copy of *WENTWORTH'S ARITHMETICAL PROBLEMS*, prepared by E.

Wentworth, Principal North School, Portland, and Mr. Stone, and published by Messrs. Harper & Bro.

This is a very neat, compact, and comprehensive book, containing three chapters arranged in progressive order, following the usual arrangement of our best arithmetics, and a fourth chapter, giving a complete review in course of the whole arithmetic. In a grand total of over two thousand problems, we think teachers can hardly fail to find a great many that will prove very valuable. It is a book for all teachers of arithmetic to have on their desks.

E. H. Butler & Co., of Philadelphia, publish the *ETYMOLOGICAL READER*, by Epes Sargent, and Amasa May.

The selections for reading are made from the best American and English authors, and are calculated to lead the pupils to those undefiled sources of pure English. To the intrinsic value of the reading matter is added the derivation of a great number of English words, with rules for the formation of derivatives from the etymons of the language. To advanced classes of readers this book will be found a most valuable assistant in learning how to use our language with accuracy. Our teachers will do well to examine this book for introduction.

OUR EXCHANGES.

SCRIBNER for November begins a new volume. Chief among the attractions which it presents is a serial by Dr. Holland, its genial and versatile editor.

Those who have read any of the Doctor's previous stories, will find in this latest creation of his fertile brain, the evidences of a broader culture, a deeper insight into the humanities of life, a more refined style, and a more delicate and chastened humor. We have but the moiety of a dozen pages, while Mrs. Oliphant thunders away "At His Gates" to the number of a score. We should have preferred to have reversed the scale. There are two choice poems by Mrs. A. D. T. Whitney, and Elizabeth Akes Allen. The illustrated articles are excellent, and altogether it is a strong number.

What more readable sketches can there be than those of *Porte Crayon*, interpreted by his inimitable illustrations, and also those of Junius Henri Browne, one of the most brilliant of the few literary stars that came into view during the war. Such however, are the opening articles in *HARPER* for November. Geneva, toward which all our eyes have been turned for weeks in anxious anticipation, is also the subject of a very complete and graphic paper, touching upon a large number of important points in her history, and sketching several of her leading men. Poetry hardly puts in an appearance, while fiction holds its wonted rank.

It is a feast for the eyes to take up *LIPPINCOTT*, with its soft, creamy paper, its clear, sharp-cut typography, with well executed illustrations. The November number is fully up to the standard. The initial article, "From the Farm to the Fireside," is a popular account of the manufacture of straw paper, and its conversion into a newspaper. It is well illustrated. George H. Boker has a tribute to the late T. Buchanan Read. The department of fiction is well sustained.

GODEY, the ladies' friend, is as attractive as ever, with its thousand and one notions and hints for the benefit of the ladies, and hence, most assuredly, of the gentlemen. For who does not like to see his wife or lady acquaintances adorned in a becoming manner? To be sure we would not advise any one to follow the fashion plates seriatim and "do" them all. But by the exercise of a little common sense a tasteful lady will derive great assistance from the pages of Godey, or his numerous confrères.

The *OVERLAND* reached us just in time to win a line of recommendation, at the last moment. We shall find time and space for a fuller notice next month.

ZELL'S MONTHLY MAGAZINE, a popular and illustrated magazine of literature, art and science, conducted by L. D. Colange, LL. D., has been sent us. The object proposed by its proprietor is the formation in this country of a course of instruction conveyed in a manner which shall make it at once familiar, entertaining and fitted to popular comprehension. The present number contains *Head of Bacchus*, *Sketches of Neapolitan Life*, *Gellert*, *future Changes of the Earth*, *Historical Summary* and *Scientific Summary*.

THE ATLANTIC is the same readable, enjoyable journal, as ever. Holmes still continues his table-talks. Parton, writes of Jefferson in his most enviable style. James De Mille, continues a comedy of Terrors. Harriet Prescott Spofford, Rose Terry, and others of equal note, add their talent to the literary merit of a magazine which claims and holds the first place among journals devoted to literature, science and art. The November number is full of good things for readers of taste and culture.

OUR LADY readers may be casting about for a good magazine of art and fashion. We shall recommend **PETERSON'S** as the best of the two dollar magazines. Its fashion plates are beautifully drawn, and will suggest to the ladies, matters which would save them many a penny at the milliners or dress-makers. The household department is inestimable to ladies who have the care of families. **THE SCHOOLMASTER** clubs with Peterson.

APPLETON'S JOURNAL makes its welcome weekly visits to our office and parlor, and is read with eagerness by the reading members of the family. Its articles are fresh and interesting. In scientific matters, its aim is accuracy. In all its departments, it proves the success of enterprising and reliable publishers in a field to elevate and improve the minds of the people. He is a true benefactor who makes good reading attractive, and good books a delight to all.

THE ADVANCE is one of the most valuable and reliable religious papers in this country. Eastern readers will do well to patronize the best weekly paper published west of New York.

We said, west of New York; for we cannot give the **INDEPENDENT** a second place in our regard for a sound, orthodox and ably edited religious journal. In fact the homes which have *The Congregationalist*, *Zion's Herald*, *Watchman and Reflector*, *Christian Union*, *The Independent*, *The Recorder*, or *The Advance*, have the cream of religious reading and intelligence to taste and enjoy.

THE HOUSEHOLD, published at Brattleboro', Vermont, is a favorite with the young and the old. It elevates and blesses the home, and unites hearts at the home circle. Its aim is to increase and strengthen the pleasures of the home and the fireside.

Make way for the **NURSERY**, the friend of the juveniles. Truly may it be said all the children cry for it, and we don't blame them. It is the inalienable right of every child under ten and over two, to have a copy. Parents must therefore give heed.

ECLECTIC MAGAZINE.—The November number of the **ECLECTIC** is at hand, and presents a timely portrait, handsomely engraved on steel, of James Anthony Froude. Another timely feature of this number is the excellent biographical sketch of the late William Henry Seward, reproduced from the *New York Tribune*. The table of contents embraces seventeen articles, amongst the most attractive of which are the leader on "Japan;" "A Voyage to the Ringed Planet;" "Novels and their Times;" "A Pilgrimage to Port Royal;" "George Eliot;" "Secret Police of Paris;" "Prose and Verse;" "Domestic Life and Economy in France;" "The Mother of Jacques," a most charming and pathetic story; "Development in Dress;" "Meteors and Shooting-Stars;" a sketch of "James Anthony Froude;" with several poems, and additional chapters of "The Strange Adventures of a Phaeton." Published by E. R. Felton, 108 Fulton street, New York.

The ill-fated steamer "Metis," wrecked on Long Island Sound, August 30th, 1872, has given rise to a new song, "Kiss me, Mamma, for I am going to sleep;" commemorative of a very touching incident which took place on board that vessel. For sale at the music depots, or 40 cents sent to J. A. Butterfield, 257 W. Madison street, Chicago, will obtain it by return post.

The Rhode Island Schoolmaster.

DECEMBER, 1872.

VOLUME XVIII.

T. W. BICKNELL, Editor.

NUMBER XII.

CO-EDUCATION OF THE SEXES.

THE OTHER SIDE.

I, too, believe in woman; in woman's ability; in woman's right to be thoroughly and extensively educated; and in woman's exalted position and great responsibility when thus fitted for the special life-work which God has assigned her.

But I do not believe in the mad theory which ignores the wisdom and experience of the past, and clamors for a radical change as to the manner and place of woman's higher culture. The whole history of our New England colleges for two hundred years, is a standing protest against the absurd proposition that our daughters should be educated at Yale, Cambridge, Dartmouth, Amherst, Williams, and Middlebury, which were established and organized expressly for young men who are preparing themselves for professional life.

And the reasons for my conservative position on this question, will readily occur to any reflecting mind.

1. The very fact that our daughters are to become women and not men, is an argument against this innovation. God has made woman different from man, in her very constitution. She is physically weaker, and mentally *different*, though not inferior. And from this very fact we have a right to infer

2. That the Creator has designed woman for a different sphere of activity. She could not bear the heavy burdens imposed upon men, nor endure the fatigue and hardships of the camp and the battlefield. Her sensitive nature shrinks from scenes of slaughter and bloodshed. And man is equally unfitted, by nature, for woman's sphere and woman's special duties. Each was designed by God, to occupy his own *hemisphere*, and these hemispheres united, form a perfect sphere according to the Divine plan. It must follow, therefore,

3. That, as woman has a different nature and must fit herself for a different kind of service, she should be differently educated. If then, Dartmouth or Harvard is a first-class institution for the training of young men, to lead the lives and do the work of men, it is an unfit place for the successful training of women. If Yale or Amherst is adapted just as well to the wants of women as men, it is suited to neither. And as a matter of fact, no one of these colleges, (as they are,) offers advantages which would enable our daughters to *complete* their education. They would be compelled to go to Holyoke, Tilden, Vassar, or some other ladies' college, after taking their diploma, to "finish up." But in their own schools, they can enjoy every advantage necessary for the highest degree of culture, and be shielded and protected from social danger and all foreign, pernicious influence. On this point, we have the authority of such men as Dr. Holland, who expresses himself as follows: "The truth is, there is no call for these changes of policy, which deserves attention. The schools provided for the education of women are growing better and better every year. Colleges for women are springing up all over the country, and Vassar College is unquestionably a better place for young women—all sheltered by the roof of the institution—than Amherst, or Harvard, or Yale, or Union can be, adapted, as they are, to the wants of young men, as well as to the lack of wants. There are no wise fathers and mothers who would not prefer Vassar or Holyoke to Amherst, as a training place for their daughters. They can reach any grade of learning and culture in these institutions which they desire, with special adaptations of institutional appointments and machinery to their wants as women, and special choice and arrangement of their studies to the womanly sphere of life they are to occupy."

It cannot be denied that the best colleges for men in the nation, are for *men only*; that the best classical schools for boys are for *boys only*, and it is equally true that the best seminaries and colleges for young ladies are for *ladies only*; and for reasons which have already been suggested. And as it has been shown that a radical change must be made in the college proper, to adapt it to woman's wants, it must follow that said change would degrade the college as an institution for men. Would not Dartmouth, Harvard, and Yale, feel insulted to be compared with Antioch, and Oberlin, and Cornell? And yet, can the latter, as mixed institutions, ever reach the high literary and classical standard which the former now occupy? Who claims that they can? And who believes that Union and Vassar would be elevated and improved by an exchange of one-half their numbers? What intelligent person can believe it? The fact is, co-education in our higher institutions of learning is a humbug. I have no patience with this clamoring for the commingling of everything human and divine. Such noisy declamation about the right of women to enter the colleges of men, is part and parcel of that dangerous theory which would drag woman from her throne in the family, where she is entrusted with the education of her race, and the destiny of our nation, into the dirty world of politics, to compete with men for office, and power and glory. For if she must be educated as a man, and with men, in men's colleges, which are suited to fit men for professional life, why should she not go on with them into the schools of Law and Divinity, and into the practice of these professions, and then, why may she not follow Mrs. Woodhull in her infamous war upon the Family and in her shameful efforts at self-aggrandisement?

But we are told that the practicability of admitting ladies into our New England colleges, has been tested in the colleges of the West. The test is not satisfactory. You may as well compare them with our Academies and High Schools. True, the former are *called* colleges, and in some instances, are much larger and *more mixed*, and on this very account are the more objectionable. In our primary schools and local academic institutions, the pupils are largely under the special care of parents or family relations. But in such an institution as Oberlin, where twelve hundred young men and

women are brought together to be educated, it cannot be so. These are gathered from all parts of the country, and, as President Fairchild says, are "of every grade of culture, and *numbers of them sent by anxious friends with the hope that they may be saved, or recovered from wayward tendencies.*" [The italics in this quotation, are mine.] Oberlin is, then, not only a monstrous, mixed boarding school, too large to admit of the possibility of proper management and supervision, but also a *reform school*. A fine model for a New England college. Are the anxious mothers of our fair daughters *longing* for an opportunity to send them *unprotected*, into such a community, at the most dangerous period of their social life? But they tell us that proprieties are regarded in this institution, except "occasional misdemeanors"! But how can the Faculty, at Oberlin, know what is going on in a community of twelve hundred young men and women so huddled together? I claim that proper protection, under such circumstances, is impossible. Dartmouth, Harvard, Yale, and Vassar, have each some four hundred students, with arrangements especially adapted to their safety and improvement, as they are situated. Now, suppose, to gratify our modern reformers, three hundred of the young ladies at Vassar should be exchanged for the same number of young men from the other three colleges, (rowdies and all,) would the patrons of Vassar have no occasion for alarm? Would there be no peril in the experiment? But we are told that the presence of ladies would tend to reform the reckless young men in our colleges. Yes, but what mothers will be willing to furnish daughters for such missionary work as this? At the opening of the present school year, somebody sent a half dozen young ladies to the Wesleyan University, as *freshwomen*, and they were received into the college, and honored by a *tin horn serenade* by the gallant young men! This is rather an unpromising beginning, to say the least. Dr. Fairchild of Oberlin, tells us, if the fact that "matrimonial engagements" are likely to be formed while in the mixed college, "is a fatal objection, the system must be pronounced a failure;" because "a majority of such acquaintances are formed between the ages of sixteen and twenty-four." And so it is, but would not any sensible mother prefer to have a matter of such vital importance to her daughter, settled while under her own care and

counsel? Could she, without some misgivings, throw this daughter into such a community, at such an age, with all the facts before her?

At the time that Antioch College was established, the authorities raised the question, as to the propriety of admitting ladies, and obtained from the presidents of all the leading colleges in the country *negative* answers. All expressed strong fears of *social* danger. Hon. Horace Mann himself then shared these fears.

But we are assured that ladies are quite equal to gentlemen, and able to compete with them in the most difficult studies. I admit the fact, but this is no reason why the ladies should be sent to the colleges with men. They can develop their scholarly ability and pursue their elective studies to better advantage in their own schools. I am aware it is claimed that ladies need the presence of gentlemen in their classes, as an incentive to application. But I deny the statement. From long experience and observation, under both systems, I have learned that better scholarship is secured in the separate than in the mixed school. In the mixed, study hours are at the mercy of circumstances; in the separate, they can be entirely controlled, and when the hour of recitation comes, the influence of uniform and uninterrupted study, is plainly seen. We have no evidence whatever that the admission of ladies into our colleges would elevate the standard of scholarship.

The so-called colleges which have adopted the mixed system, are now far inferior to those which are separate; and we have a right to infer that the contemplated change would result in letting down the standard already attained. And why are the smaller colleges, in some instances, inclined to adopt this system? I would not be uncharitable, but I cannot believe they expect their institutions to be elevated by the change. They desire to see their vacant seats filled and to count more names upon their catalogues. The University of Vermont does not claim to believe in co-education, but is simply willing to try the experiment, so say the corporation. President White, of Cornell University, made a tour of investigation on this subject, a short time since, and has, I understand, settled the question in the affirmative; but it should not be forgotten that he had before him the glittering prize of *half a million dollars* for his

college, dependent upon this decision. No wonder that he has become a convert to the mixed system, nor is it strange that the managers of these mixed colleges attempt to sustain it. But the effort and experiment will fail. The doors of our first-class colleges, for either sex, will not be opened for the mixture. And facts indicate the failure of the experiment where it has been tried.

In a recent number of the *Boston Journal*, was the following news item: "An unusually small Freshman Class has entered Cornell this year, and there has been a falling off in the ranks of the other classes. The ungallant assert that the change is due to the admission of women, and claim that each female student has driven away five males."

And look at Oberlin, which claims so much by way of experiment.

The question is, shall ladies be admitted into our colleges, to pursue the course of studies laid down for men? Oberlin has been in operation thirty-five years. Public opinion in and about the institutions has been strongly in favor of the mixed system. And yet, out of one hundred and sixty-two ladies, whose names were upon their catalogue the last year, only *twelve* were in the college proper. All the others were pursuing academic or ornamental studies. It seems to be realized, even at Oberlin, that the course of studies adapted to the development of young men preparing for the duties of manhood, is not adapted to young women aiming to fit themselves for woman's sphere and woman's life.

Then,

"SHALL OUR GIRLS GO TO COLLEGE?"

I have answered the question in the affirmative. If time and means will allow, let them have a liberal education. But they can best secure this, in their own institutions, where they can safely and thoroughly pursue and *complete* the course of studies adapted to their womanly nature and future work.

BETA.

Nov. 5th, 1872.

PROJECTED LIVES.

BY GEO. S. BURLEIGH.

The Mother of the Boy has a life beyond her life,
A presence that we cannot see, in the after toil and strife;
In the fashion of his doing, in the color of his thought,
And something in each work and word, her patient hand has wrought.

He is haunted by all shapes of good or evil, that went by,
Called by her breath to being, before his eager eye;
Her faith, her love and patience, in his nature are prolonged,
And by all she fails in duty is the golden future wronged!

So the Teacher of the School-boy lives in him everywhere,
Goes with him through his manhood, though invisible as air;
Her phantom hand, within them, gives power and purpose then,
When pupil hands are clenching on scepter, sword or pen.

In the voice that shakes the forum is an accent that was caught
At the humble desk behind which the faithful maiden taught,
And something of her patience, her gentleness and truth
In the stormy flood of Action survives the calm of youth.

We mark the cunning builder stretch out from sea to sea
A path where the bridled Lightning may run for you and me;
Or where with the shower thunder rolls on the rolling Train,
But few behold the hand that strung and tuned that cunning brain.

In every noble action is a pulse of some true heart
That beat in another's bosom, transfused by genial art;
The unseen Master rules the rush of Fancy's fiery throng,
In the thoughts that flash from Genius and overleap in song.

Even where the plodding farmer provokes the stubborn soil,
The word of an olden Teacher takes the weariness from toil;
While kindly Science bends aright the curve of his gleaming plow,
Till the very ox is sharer in the fruits of knowledge, now.

'Tis a long arm, and a strong one, that can reach and work so well,
Far into the misty future beyond where tongue can tell;
And wise are they who heed it, and crown with honors just
The head that guides that guiding arm, before it turns to dust.

TEACHERS' INSTRUCTIONS.

The following suggestions to the teachers of the Chinese Students, sent to New England, under the direction of the Chinese Educational Mission, will be of value to our teachers, not only as relating to an interesting movement in the history of educational affairs, but as applicable in many respects to the duties of those teaching our American youth.—ED.

OFFICE OF THE CONNECTICUT BOARD OF EDUCATION, }
State House, New Haven, Conn., Oct. 9, 1872. }

To the Teachers of the Chinese Students:—

The new Chinese Educational Mission awakens a profound interest, as a prophecy of great progress to the oldest and largest nation on the globe. America congratulates China on the inauguration of this noble work and gives a cordial welcome to these ambitious and earnest students. Every possible effort should be employed to make this experiment a success. If wisely managed at the outset, it will expand into broad agencies and vast results. That nothing may be omitted to give efficiency to this comprehensive and liberal scheme, the following suggestions are submitted for your careful consideration:—

I. These students should have regular school hours for study and recitation, as well as for exercise and recreation. So far they seem to be exemplary, cheerful, studious and promising, but their youth necessitates a parental supervision and watchful control—a kind but firm and steady government. While their habits of prompt and cheerful obedience must be continued, they should be thrown upon their own resources and trained to self-reliance, self-denial, self-command, energy and perseverance and every manly virtue. The Chinese justly despise vacillation and effeminacy. They scorn sloth, love labor and practice industry and economy. Resisting all temptations to indolence, prodigality, fickleness or irresolution, these boys should emulate that patience, and persistence, and frugality, which are the pride and practice of the true Chinaman.

II. A regular record should be kept of the branches daily pursued, the progress made, the deportment of each, and any aptitude

shown for special studies. If any student should so underrate his privileges as to become irregular in his habits, or negligent in his studies, he should be promptly reported to the Commissioners.

III. As these students are preparing for positions of responsibility at home, it is important that they should continue the study of their own language and literature. Hence at least one hour a day will be set apart for each student to devote to the Chinese studies prescribed for him for a period of three months. Thus the knowledge and use of their vernacular will be kept up and enlarged.

IV. Filial piety and patriotism are to be inculcated. Love of country and an ambition to become the exponents of our science and culture, and thus the benefactors of their own land, should be an incentive and inspiration to them as soon as they be led to appreciate their privileges and responsibilities.

V. They should be early instructed in the laws of health, especially as to neatness and bathing, precautions against "colds" in the sudden changes of our climate, protecting the feet and the person, guarding against currents of air, or a sudden chill after violent exercise and when in a perspiration.

VI. For the present, Reading, Spelling, Drawing, and Writing, and especially writing simple English sentences, should be their prominent exercises. Geography and Arithmetic, and particularly rapid addition and "mental combinations," will soon follow.

The Commissioners will frequently visit and inspect the boys, and the continuance of the boys in each locality will depend upon their progress and improvement.

All questions and letters from those who have charge of these students should be hereafter addressed to Mr. YUNG WING, Springfield, Mass.

B. G. NORTHROP.

BOOKS.—To use books rightly is to go to them for help ; to appeal to them when our own knowledge and power fails, to be led by them into wider sight, purer conceptions than our own, and receive from them the united sentence of the judges and councils of all time against our solitary and unstable opinion.—*Ruskin*.

KINDERGARTEN EDUCATION.

The Kindergarten system of primary education is the result of the long experience, careful observation and mature reflection of Friedrich Froebel, of Germany.

Froebel regarded education as the work of aiding in the right development of the *whole* being—the three-fold nature, physical, intellectual and spiritual, of man. He believed this work must be accomplished, *not* by repressing the activity of the child, but by accepting it and guiding it into beautiful production. His system is founded on nature, and is in harmony with the instincts of the child. By means of it the little one is made happy and healthy in its instruction, its bodily activity is utilized, and its mental grasp strengthened, without straining the brain with abstract objects of thought. What, to the child, seems pure play, is really a plan of systematic education, not antagonistic to his every impulse; and his school-going becomes a pleasure.

The objects used are those appealing to the senses. The child is attracted to see their differences and resemblances, and he becomes acquainted with their various properties. The exercises, demanding constant use of the hands, serve in the best way to secure his attention, while at his tender age a degree of manual dexterity may be attained and preserved; to be of the greatest value in future years.

Froebel invented a series of occupations and suitable apparatus for teaching in accordance with the principles he laid down. These are so various that a wearisome sameness in the exercises of the school is avoided. Blocks, sticks, curved wires and triangular tablets are a portion of the apparatus used.

By means of little sticks, elementary arithmetic is taught in a most attractive and thorough manner.

There are lessons in sewing, drawing, weaving and paper folding and cutting. The modelling of forms in clay or other plastic material, is among the occupations of the Kindergarten. In these occupations the child does not proceed in a manner of arbitrary, unreflecting imitation, but exercises free activity of mind in invention.

Instruction is also given by object-teaching, singing, the relation of stories and the recitation of poetry. Elementary instruction in

the rules of vocal music is included in the course of Kindergarten training.

Gymnastic games are introduced two or three times in each session, a relief from the sedentary occupations, and are so conducted as to aid in mental and moral culture.

The Kindergarten system is rapidly gaining ground in Europe, where it is very generally acknowledged to be the only true method for the early education of children. It is believed that the system is destined to make still greater progress in this country when its merits are understood.

AN ANCIENT RELIC.—One of the oldest, if not *the* oldest, bells now in existence, is that upon what was formerly known as the "Butterfly Mill," but is now called the Old Bell Tannery, in honor of the old "ringer" in its cupola. The mill is located in Lincoln, R. I., about one mile and a half from Lonsdale. It was brought to this city from the West Indies some time between 1812 and 1816, among a lot of refuse copper and brass, and was purchased by Mr. Stephen H. Smith, who was at that time engaged in the distilling business, for a small sum, and has subsequently come into the hands of the mill owners. It is about the size of a common factory bell. Upon the upper rim is the following inscription in Latin, in raised letters :

"Me fecit, Pietre, Seest, Amsterlodami; Anno, 1263,"

making it some two hundred and twenty-nine years old at the time Columbus discovered America, and six hundred and nine years old at the present time. It was made in Amsterdam by Peter Seest, and was, perhaps, used upon some ancient convent.

There was a gentleman in the town, a short time since, engaged in tuning a piano, and at his request the bell was struck, in order that he might hear the tone. He said it was the clearest sounding one he had ever heard; that the tone was one continuous note, not running into three or four different sounds, as is the case with the majority of these instruments.

There was an item in a Maine paper a short time since, stating that "Rhode Island boasted of the oldest bell in existence;" and if there is another older than this, we would be glad to chronicle the fact. There was a bell in Antwerp, which was claimed to be the oldest in the world, but it has been ascertained that the above-named bell is some fifty or sixty years older.

Near the mill is the grave of King Philip, and the two curiosities taken together, will render it quite an attractive spot to the collectors of antiquities.

CAN YOUR PUPILS SAY IT OF YOU?

"Do you ever pray before your school?" asked a lady of her friend, who had been a teacher for many years.

"Why, no! We repeat the Lord's Prayer, of course," she added correcting herself.

"O Jennie!" and the quick tears glistened in the lady's eyes, "never shall I forget the impression made upon my mind by hearing my teacher pray. It was on the morning when we heard the news of Lee's surrender, and after reading the ninety-eighth Psalm, with a face all aglow, Miss —— prayed as only those can pray who have lost dear friends in the struggle for victory. I had always loved her. Henceforth I revered her. Even to this day I think of her with a halo above her head. Next to my parents, *no person has had so great an influence in moulding my character as that Christian teacher.*"

I. M. G.

In Berlin there is a ladies' educational association named the Victoria Lyceum. It was organized by a Miss Archer, a Scotch woman. It is under the patronage of the Crown Princess of Prussia. Many young married ladies attend the winter courses—even many elderly ones; and a good many foreigners—American ladies especially.

QUESTIONS FOR TEACHERS TO ANSWER.

The character of the questions used in any locality for the examination of teachers is a very good key to the standard of education in that locality. The last report of the School Commissioner of Ohio gives about fifty pages of questions used in the different counties of the State for examining teachers. They are upon all the common-school branches, and also upon the theory and practice of teaching and school management. From the last-named class we have selected a few from each county. If teachers will give them careful thought and answer them, they will find it an exercise that will do much for their own improvement.—*Maine Journal of Education.*

1. State briefly how you would organize your school.
2. How will you secure obedience and respect from your pupils?
3. What special preparation have you made for teaching?
4. What qualifications should a teacher possess to manage a school well?
5. Why do you teach? Do you love the work?
6. What plans would you recommend to create an interest in study?
7. What advantage is there to pupils giving an analysis of their respective lessons.
8. What is your method of assigning lessons?
9. Do you permit your pupils to pass from one lesson to another, before they comprehend and master it? Give the reasons for your answer.
10. What means do you make use of, and how do you use them to govern your school?
11. Name five characteristics of a good teacher,—giving reasons for the same.
12. Name three characteristics of a good school,—giving reasons.
13. What ends can be secured by object lessons?
14. In teaching, should rules or processes first receive attention? Why?
15. Give a short account of your method of conducting a recitation.

16. Do you take an educational journal?
17. What works on education have you read?
18. What incentives to study should be used in school?
19. The difference between education and knowledge?
20. Give some of your modes of punishment.
21. What are your views about favorites in school?
22. Give your views of corporal punishment. Can it be dispensed with?
23. How do you prevent tardiness and absence?
24. Should the teacher have a uniform method in opening and closing school? What is your method?
25. How would you teach your pupils in composition?
26. What should be the teacher's leading motive in his work?
27. What are the objects of study?
28. What are the objects of recitation?
29. What is true education?
30. What do you think of teachers' institutes?
31. Of what items should a teacher keep a record in the school register?
32. Give the characteristics of a satisfactory answer?
33. Why should the teacher aim to make his school govern itself?
34. Give such a programme as you would use for daily exercises and recitations.
35. Would you have certain recitations assigned for the early part of the day, and others for the afternoon, and if so, why?
36. Give your reasons for and against the self-reporting system.
37. How do you reform a pupil who is inattentive in recitation?
38. How do you deal with a pupil who uses profane language?
39. In reciting, when should pupils use their own language, and when the words of the text-book?
40. What means do you adopt to make your pupils think?
41. To what extent and how should normal instruction be given?
42. What is meant by the topical method of recitation?
43. What are the advantages of oral instruction?
44. What is the greatest obstacle to good government in school?

In this connection we give the questions adopted for the Warwick teachers :—

All persons applying for certificates to teach school in the town of Warwick, R. I., will be asked the following questions, and such others as the Superintendent of schools may think advisable in each case.

1st. Are you related to either of the Trustees by marriage or otherwise? If you are, state how related.

2d. What evidence have you of good moral character.

3d. Where did you last attend school, and how long?

4th. Have you ever taught school?

5th. If you have, name the last three places only, and state how long you taught in each place.

6th. Do you like to teach?

7th. What recommendations have you as a teacher?

8th. If you have not taught, do you think you will like to teach?

9th. Do you like to be with children?

10th. Are you inventive or imitative or neither?

11th. How much time do you intend to devote to teaching, and attending to the affairs of your school?

12th. Do you promise to use your best efforts continually and persistently to secure regularity of attendance?

13th. Have you attended all teachers' meetings in this town, held during the part of last year that you have been teaching in the town?

14th. Will you attend all teachers' meetings in this town, and improve all opportunities that may be offered to you to learn the newest and best methods of imparting instruction, and conducting school of the grade in which you are teaching?

15th. When would you think it advisable to use corporal punishment and how?

16th. In what other ways would you punish scholars, and what for?

17th. Will you use great care and diligence in taking care of the school property in the District where you teach, inside and outside of the school house, and leave all the same there, in as good order as you find it, natural wear excepted?

18th. Will you carefully study the two printed pages of the school register, and keep the same as directed therein, with such additions

only, as the Superintendent may suggest, and leave the same in the school house in good order at the end of each term?

19th. Do you promise to notify the Superintendent of Schools, by letter, on the first day of each term during the period you shall teach in the town, that your school has commenced?

20th. Will you notify the Superintendent by letter, three weeks before the close of each term, of the time the term will close?

21st. Will you often read the rules of the school committee in your school room, and constantly try to have them observed?

IRA O. SEAMANS, Superintendent.

APPELLATIONS OF THE STATES OF THE UNION.

Six Eastern States.—Land of the Loom, Land of the Pilgrim, New England.

Maine.—Lumber State, Pine Tree State, Border State.

New Hampshire.—The Granite State, Switzerland of America.

Vermont.—Green Mountain State.

Massachusetts.—Bay State, Puritan State.

Rhode Island.—The Tea-pot, Little Rhody, Cradle of Religious Liberty.

Connecticut.—Blue Law State, Land of Steady Habits. (Both the appellations were given in reference to the strict manners and laws of the first settlers and their immediate descendants.) Land of White Oak Hams and Wooden Nutmegs, contracted into Nutmeg State, a name given sarcastically by southerners in reference to the proverbial Yankee shrewdness. Also the Freestone State.

New York.—Empire State, Excelsior State (from the State motto.)

New Jersey.—Battle-field of the Revolution, State of Camden and Amboy. The latter was first used by the *N. Y. Tribune*, in reference to a former railroad monopoly.

Pennsylvania.—Quaker State, Keystone State. Of the original colonies, six were north and six south of Pennsylvania.

Delaware.—Diamond State, Blue Hen State, and the people, "Blue Hen's Chickens."

Virginia.—Old Dominion, Mother of States, Mother of Presidents, Battle-field of the Rebellion.

North Carolina.—Old North State, Turpentine State.

South Carolina.—Palmetto State, Partisan State. The latter name was given in reference to a peculiar mode of warfare during the Revolution.

Mississippi.—The Bayou State.

Florida.—Peninsular State.

Louisiana.—Crevasse State, Creole State.

Arkansas.—Bear State.

Texas.—Lone Star State.

West Virginia.—(Four north-west counties). The Pan-handle.

Kentucky.—Corn-cracker, Dark and Bloody Ground, Old Kentucky.

Ohio.—The Buckeye State.

Ohio.—(Part of the northern portion). The Western Reserve.

This name was given to a tract reserved by the State of Connecticut, at the time of the first territorial organization.

Indiana.—The Hoosier State.

Illinois.—Prairie State, Sucker State, Garden of the West.

Illinois.—(Southern part.) Egypt. This name was given in reference to the supposed ignorance of the inhabitants.

Michigan.—The Wolverine State, Lake State, the State bordering upon five lakes.

Wisconsin.—The Badger State.

Iowa.—The Hawkeye State.

Kansas.—The Garden of the West.

Mississippi Valley.—The Garden of the World.

Nevada.—The Silver State.

California.—The Golden State, El Dorado.

Utah Territory.—Deseret. This is the Mormon name, meaning Land of the Honey-bee.

Washington Territory.—The Lumberman's Paradise. The name originated with Albert D. Richardson.—*Penn. School Jour.*

"A virtuous and noble education" is whatever tends to train up to a healthy and graceful activity our mental and bodily powers, our affections, manners and habits. It is the business, of course, of all our lives, or, more properly, of the whole duration of our being.

since impressions made early are the deepest and most lasting, that is, above all, education which tends in childhood and youth to form a manly, upright and generous character, and thus to lay the foundation for a course of liberal and virtuous self-culture.—ALONZO POTTER.—[*The School and Schoolmaster.*

INSTITUTE JOTTINGS.

The following "Institute Jottings" were adopted by a Teachers' Institute at Beaver, Pennsylvania. They will be found as useful here as in that State. Teachers will find them valuable :

- Never be late at school.
- Make few, if any, rules.
- Never allow tale-bearing.
- Avoid governing too much.
- Visit the schools of others.
- Never punish when angry.
- Never magnify small offenses.
- Cultivate a pleasant countenance.
- Never be hasty in word or action.
- Teach both by precept and example.
- Never let a known fault go unnoticed.
- Require prompt and exact obedience.
- Labor diligently for self-improvement.
- Encourage parents to visit the schools.
- Subscribe for some educational journal.
- Never compare one child with another.
- Never attempt to teach too many things.
- Never speak in a scolding, fretful manner.
- Make the school-room cheerful and attractive.
- Never let your pupils see that they can vex you.
- Banish all books at recitation, except in reading.
- Ask two questions out of the book for every one in it.
- Never trust to another what you should do yourself.
- Never indulge in anything inconsistent with true politeness.
- Never use a hard word when an easy one will answer as well.
- Never tell a pupil to do a thing unless convinced he can do it.

AN ADDRESS BY THE UNITED STATES CENTENNIAL COMMISSION.

To the People of the United States :

The Congress of the United States has enacted that the completion of the One Hundredth Year of American Independence shall be celebrated by an International Exhibition of the Arts, Manufactures, and Products of the soil and mine, to be held at Philadelphia, in 1876, and has appointed a Commission, consisting of representatives from each State and Territory, to conduct the celebration.

Originating under the auspices of the National Legislature, controlled by a National Commission, and designed as it is to "Commemorate the first Century of our existence, by an Exhibition of the Natural resources of the Country and their development, and of our progress in those Arts which benefit mankind, in comparison with those of older Nations," *it is to the people at large that the Commission look for the aid which is necessary to make the Centennial Celebration, the grandest anniversary the world has ever seen.*

That the completion of the first century of our existence should be marked by some imposing demonstration is, we believe, the patriotic wish of the people of the whole country. The Congress of the United States has wisely decided that the Birth-day of the Great Republic can be most fittingly celebrated by the universal collection and display of all the trophies of its progress. It is designed to bring together, within a building covering fifty acres, not only the varied productions of our mines and of the soil, but types of all the intellectual triumphs of our citizens, specimens of everything that America can furnish, whether from the brains or the hands of her children, and thus make evident to the world the advancement of which a self-governed people is capable.

In this "Celebration" all nations will be invited to participate; its character being International. Europe will display her arts and manufactures, India her curious fabrics, while newly opened China and Japan will lay bare the treasures which for centuries their ingenious people have been perfecting. Each land will compete in generous rivalry for the palm of superior excellence.

To this grand gathering every zone will contribute its fruits and cereals. No mineral shall be wanting; for what the East lacks the West will supply. Under one roof will the south display in rich luxuriance her growing cotton, and the North in miniature, the ceaseless machinery of her mills converting that cotton into cloth. Each section of the globe will send its best offerings to this exhibition, and each State of the Union, as a member of one united body politic, will show to her sister States and to the world, how much she can add to the greatness of the nation of which she is a harmonious part.

To make the Centennial Celebration such a success as the patriotism and the pride of every American demands *will require the co-operation of the people of the whole country*. The United States Centennial Commission has received no Government aid, such as England extended to her World's Fair, and France to her Universal Exposition, yet the labor and responsibility imposed upon the Commission is as great as in either of those undertakings. It is estimated that ten millions of dollars will be required, and this sum Congress has provided shall be raised by stock subscription, and that the people shall have the opportunity of subscribing in proportion to the population of their respective States and Territories.

The Commission looks to the unfailing patriotism of the people of every section, to see that each contributes its share to the expenses, and receives its share of the benefits of an enterprise in which all are so deeply interested. It would further earnestly urge the formation in each State and Territory of a centennial organization, which shall in time see that county associations are formed, so that when the nations are gathered together in 1876 each Commonwealth can view with pride the contributions she has made to the national glory.

Confidently relying on the zeal and patriotism ever displayed by our people in every national undertaking, we pledge and prophecy, that the Centennial Celebration will worthily show how greatness, wealth and intelligence, can be fostered by such institutions as those which have for one hundred years blessed the people of the United States.

JOSEPH R. HAWLEY, *President*.

LEWIS WALN SMITH, *Temporary Secretary*.

FARMER GREY.

BY J. B. GREENE.

The truest of friends was farmer Grey,
 Scarce ever he had a word to say;
 But thought and deed were one.
 Words were too cheap in his manhood's prime,
 Deeds were the golden seeds of time;
 By him were wisely sown.

His heart was as large, and stronger too,
 Than the ox he drove; as his good dog's, true,
 Which e'er was at his side;
 And pure as the running brook was pure,
 And sure as their strength and faith were sure,
 So free from worldly pride.

A peaceful, and quiet, and useful life,
 Led farmer Grey, with his good old wife,
 As ever was under the sun.
 Children were born, and to manhood grew,
 With errors enough, but none too few;
 Vices were next to none.

And every year as the time rolled on,
 As birds with broods to their old haunts turn,
 They to their old roof came.
 Of bed and bread enough and to spare,
 Of the choicest kind, it always was there,
 As ever was under the sun.

Good order reigned on every hand;
 And the imprint thrift was on his land,
 As every one could see;
 And all he owned would seem to say:
 "I'm sure I'll stand by farmer Grey,
 For he is good to me."

The cock which crew in the early morn,
 Would share with the hens the wasted corn
 Of fine old Dapple Gray.
 The cat which sat by the good dame's side,
 Partook of the thrift and household pride,
 Was fat and sleek as they.

Her kittens withal their pleasures share,
 The good dame, knitting, nods in her chair:
 Dreaming of days of yore;

FARMER GREY.

Dropping her stitches, her glasses fall,
Failing to narrow, or widen at all;
The kittens play with the tangled ball,
And roll on the sanded floor.

* * * * *

The man in the beast is sure to show,
The cur in the man by his surly brow,
As every one must know.

But farmer Grey was *a man*,—*Amen!*
His motto was this: "The Best I can
To God and beast and man."

Over three score years, almost four score,
A golden wedding ten years before,
Still farmer Grey lived on.
Then our farmer Grey would make his will;
Inserted a clause as a codicil,
"Children *all* fare the same."
A wise provision for the weaker side,
And check to the grasping hand of pride,
"Two-thirds sure for the dame."

* * * * *

But farmer Grey, having grown quite old,
And one bleak day when the winds blew cold,
Death called near to his door.
The dame said, "send for the doctor pray."
"He never can save," said farmer Grey,
"Death calls on rich and poor."

A shadow then glides across the room,
Then all around is so dark and gloom,
The farmer is no more.
A soul was born; a rift in a cloud,
Showed a pure white throne, a snow white shroud.
He merely had passed before;
For the sun went down with farmer Grey,
And his true old wife the self same day,
They lived as few had done.

A deeper shadow the willows threw;
The landscape wore a darker hue,
The morning dawned in gray.
The oxen lowed in their unkempt stall,
The dog whined, eyeing the darkened pall,
Over his master's clay.

Then gathered the friends; the parson prayed,
Condoling the living, commending the dead,

"A wise man spareth his words," were read,—
A text of farmer Grey.

Mournfully down through the cypress lane,
The cortège moved in the sleet and rain,—
The last rites paid the dead.
Tearfully turning with quickened pace
To the house deserted—with solemn face,
The farmer's will is read.

No family feud that's better untold,
Of doubtful deeds of "dead men's gold,"
Which to the heart bring shame.
The good dame taught, 't were better than gold,
A good name, better than riches untold,
A pure, untarnished name.

Would every man was as just and as true,
As farmer Grey, and his good wife too.
What else is under the sun?
But every prince should as wisely reign,
"When peace on earth, good-will to men,"
Our earthly task were done.



THE SCHOOLMASTER ABROAD.—An itinerant preacher in the mountain districts of Kentucky, attempting to explain how it was that the Israelites crossed the Red Sea in safety when the Egyptians were swallowed up by the returning waters, said that the Jews being unarmed "*went light*," but the pursuing host, with their chariots and heavy armor, *broke through the ice*. It being suggested that no ice was found so near the tropics, he promptly replied, "O, THAT WAS BEFORE THE DAYS OF JOGRAPHY!"

A TEACHER attending the — Institute, while a discussion was going on about the propriety of conceding to patrons in the matter of methods of teaching and subjects to be taught, said, "Some likes me to teach the earth is round, and some likes it flat. *I teaches it both ways*." Another, being asked what plan he adopted in the absence of globes to illustrate the shape of the earth, said, "I show em my head."

Friday, 9.30 A. M.

1. Devotional Exercises, by Rev. Kinsley Twining.
2. Address of Welcome, by Rev. H. W. Rugg, and Response by the President.
3. Business.
4. Thought and Expression;—A Paper by Prof. S. S. Greene, Brown University.

To be followed by a Discussion, opened by Mr. Joseph Eastman, of East Greenwich, Miss Sarah E. Doyle, and Mr. J. C. Greenough, of Providence.

5. Singing by One Thousand Pupils of the Providence Grammar Schools, under the direction of B. W. Hood, Esq., of Providence.

Friday, 2 P. M.

1. Reading, a Class Exercise, by pupils of the State Normal School, conducted by Prof. L. B. Monroe, Boston.

2. Teachers' Culture;—An Address by Prof. J. Lewis Diman, Brown University.

To be followed by a Discussion, opened by Hon. E. E. White, of Ohio, and Rev. D. H. Ela, of East Greenwich.

3. Select Readings, by Prof. Munroe.

Friday Evening, 7.30 P. M.

1. Music.
2. An Address by His Excellency Governor Paderford.
3. An Address by His Honor Mayor Doyle, of Providence.
4. Music.
5. An Address by Hon. John Kingsbury, LL. D., of Providence.
6. An Address by Rev. E. G. Robinson, D. D., President of Brown University.
7. Readings, by Prof. L. B. Munroe.
8. Music.
9. An Address by Hon. E. E. White, of Columbus, Ohio.
10. Address by Hon. George H. Browne, Gloucester.
11. Music.

Mr. Frank F. Tingley will preside at the Organ.

The Vocal Music of the Evening will be furnished by Young Ladies of the Providence High School, under the direction of B. W. Hood, Esq.

Tickets for admission to Music Hall may be obtained of the Committee of Arrangements, on or before Thursday and Friday, the 9th and 10th.

Saturday, 9 A. M.

1. Devotional Exercises, by Rev. S. S. Parker, D. D.
2. Election of Officers, Business and Resolutions.
3. Lecture and Select Readings, by Prof. Monroe.
4. Closing Addresses, Business and Adjournment.

The members are invited to participate in the discussions, which will follow upon the topics presented in the papers.

Committee of Arrangements—Merrick Lyon, A. J. Manchester, Rev. Daniel Leach, T. W. Bicknell, Joseph Eastman, Sarah E. Doyle.

PROVIDENCE.—Miss S. E. Jackson has resigned her position in the Providence High School, and Miss S. E. Doyle has been promoted to the vacancy. The announcement of Miss Jackson's resignation will be received with sincere regret, not only by the young ladies who were under her charge as pupils and those associated with her in the labor of the school, but by the public in general.

For thirteen years she has filled this position with eminent success and honor, bringing to her work a rare culture and thorough scholarship, and giving to it the force of a high moral and religious personal influence. She has been a most efficient teacher, and to her the school is largely indebted for the high rank which it holds to-day among kindred institutions of learning in our country.

SCHOOL COMMITTEE.—At the meeting held Nov. 22d, the Executive Committee were instructed to select a site for a new High School for boys and girls, and also to take such measures as may be necessary to secure said site. We congratulate the city that the prospect of a High School in some degree commensurate with its needs and its means is improving, and we hope it may soon culminate in a building worthy of the city.

After quite a full discussion the School Committee voted 23 to 9 in favor of the eight-room building for the Messer St. Primary and Intermediate schools, in preference to two four-room buildings.

NORTH PROVIDENCE.—We take pleasure in noting that the teachers in the Evening Schools of this town receive higher wages than those of any other town or city in the State. May it not be long before many more shall emulate their good example.

WARREN.—The teachers in the public schools remain the same as last summer with the exception of Miss Addie Clark who resigned the close of last term. Rev. Mr. Thompson takes the place of Rev. H. B. Hibben on the School Committee. The School Committee at the last meeting voted to introduce the Analytical Readers into the schools in place of Hillard's. Hager's Arithmetic was also adopted.

OLD WARWICK.—*Close of School.*—Mr. J. H. Rockwell, teacher of our public school, closed a successful term to-day, with a brief examination, which showed his methods and aims in teaching and results so far as they appear with a better promise for the future. A goodly number of parents and friends of the pupils were present who were greatly gratified with the exhibit. Hon. T. W. Bicknell, State Commissioner of Education, made a very interesting and instructive address to the school and the friends present. After a vacation of two weeks the school will recommence and all the district hope with the same teacher.

LIME ROCK.—The Public Schools in this place closed their fall term on Friday, November 8th. This district has had the services of Miss Emma A. Carpenter, who is a good teacher, and has been very successful in this district, No. 8, Lincoln. The school was visited by Mr. Jencks, of the School Committee, and by quite a number of the parents and friends of the scholars. The school house in this district is to be much improved, and another department added.

WOONSOCKET.—**TEACHER AND SCHOLARS—MUTUAL PLEASURES.**—Mr. H. A. Benson, teacher of the Grammar School in the Consolidated District, was called from his vacation retreat, unexpectedly, yesterday afternoon, and found at Mr. A. J. Elwell's, on Blackstone street, the sixteen pupils of his graduating class, with their parents, and the class, as an expression of their regard for him, presented, for his

acceptance, an elegant volume of Cowden Clarke's edition of Shakespeare, and an autograph album

Master R. Ballou, in behalf of the scholars, made the offering, in the language of a poem written by Mr. E. Richardson. This unexpected incident was fully appreciated by the teacher, and could have been nothing less than a most gratifying pleasure to all.

VALLEY FALLS.—SCHOOL DISTRICT NO. 3, TOWN OF LINCOLN.—The fall term of the schools in this district closed, after a very pleasant session of eleven weeks, on Friday, November 15th. The grammar department, Mr. Horace W. Keach, principal, numbered 85; average daily attendance, 81; percentage of attendance 89. This department of the schools is in a good condition and constantly improving.

The schools were visited during the day by the Chairman of the School Committee, Lysander Flagg, Superintendent, and several of the parents and friends of the scholars. After a vacation of two weeks, during which time new single seats and desks will be put into the grammar-room, the winter term will commence.

LAPHAM INSTITUTE.—The winter term of Lapham Institute opened last week. The attendance is larger than it has been for any term for a year and a half. This would seem to indicate that the good work which the school is doing is appreciated.

STATE NORMAL SCHOOL.—Regular Programme of Exercises.—From Tuesday till Saturday:

9-80 to 10, Gymnastics and Spelling.

10 " 10-45, Geometry, Astronomy, Algebra, (Middle Class.)

10-45 " 11-25, Chemistry, Arithmetic, Physiology, Algebra, (Senior Class.)

11-25 " 11-50, Singing, Recess.

11-50 " 12-30, Physiology, Rhetoric, Physical Geography.

12-30 " 1, Recess.

1 " 1-45, (Tuesdays and Fridays,) Beginners in Latin, Latin Reader, Virgil, Arithmetic.

1 " 1-45, (Wednesdays and Thursdays,) Advanced German, Beginners in Latin.

1-45 " 2-30, Psychology, Grammar, Language and Literature.

SATURDAY:

10 to 10-45, Geometry, Lessons on Plants, Mineralogy.

10-45 " 11-25, Drawing, Moral Philosophy, Physiology.

11-25 " 11-45, Recess.

11-45 " 12-30, Lectures.

12-30 " 1, Recess.

1 " 1-45, German, French.

1-45 " 2-30, General Exercises.

The Commissioner has commenced the formation of a State Educational Text Book Library, and several of our enterprising publishers have responded to the invitation. Messrs. Wilson, Hinkle & Co. sent the following list of books, only a few days since, for which they are entitled to our thanks:

Brown's Physiology and Hygiene; Natural Philosophy, (S. A. Norton); Venable's United States History; McGuffey's New 1, 2, 3, 4, 5, 6, Eclectic Reader; McGuffey's

new Primary Reader and Primer; Leigh's Edition Primer; New Phonic Reader; Kidd's Elocution and Historical Reader; Institute Reader, (W. H. Cole).

RAY'S SERIES.—Elements of Astronomy; Higher and Elementary Algebra; Higher, Practical, Intellectual, and Primary Arithmetics; Rudiments of Arithmetic and Test Examples.

WHITE'S GRADED SERIES.—Complete, Intermediate and Primary Arithmetic.

SPELLING BOOKS.—McGuffey's, DeWolf's, and Henkle's.

GRAMMARS.—Pinneo's Analytical and Primary Grammar; English Teacher and Exercises in False Syntax, and Exercises in Parsing and Analysis; Harvey's English and Elementary Grammar.

Thompson & Bowles' Eclectic System of Penmanship and Hand Book; American Drawing Book, and Three Cards.

SCHOOL MUSIC.—Phillips' Singer; The Young Singer, Part 1st and 2d; The Young Singer's Manual.

GEOGRAPHIES.—Eclectic Series, Primary, Intermediate and School Geography.

MISCELLANEOUS.—Pinneo's Composition; The Examiner; The Little Teacher.

ATTENTION! SCHOOL OFFICERS, TEACHERS AND FRIENDS.

Removal.

The office of the Commissioner of Public Schools has been removed from 87 Westminster Street to the Elizabeth Building, No. 104 North Main Street. The accommodations are now ample to meet the growing demands of this department of our State government. The office of the Board of Education, and of the Trustees of the State Normal School, adjoins the office of the Commissioner of Public Schools. All friends of education from Rhode Island and from other States are cordially invited to call at the new educational headquarters. Office hours from 10 A. M. to 3 P. M., daily, Sundays excepted.

EDUCATIONAL JOURNALS.—For the benefit of teachers and others who may wish to subscribe for educational journals, we publish the following list, exchanges of the **SCHOOLMASTER.**

Journal of Education, Quebec, Canada East, \$1.00 per year. Public School Teachers, half-price.

Journal of Education, Toronto, Canada West, \$1.00 per year.

Chicago Schoolmaster, Chicago, Illinois, \$1.00 per year.

Iowa School Journal, Des Moines, Iowa, \$1.25 per year.

National Normal, Cincinnati, Ohio, \$1.50 per year.

Illinois Teacher, Peoria, Ill., \$1.50 per year.

Maine Journal of Education, Portland, Maine, \$1.50 per year.

National Teacher, Columbus, Ohio, \$1.50 per year.

Pennsylvania School Journal, Lancaster, Pa., \$1.50 per year.

Journal of Education, St. Louis, Missouri, \$1.50 per year.

Michigan Teacher, Niles, Michigan, \$1.50 per year.

California Teacher, San Francisco, Cal., \$2.00 per year.

American Educational Monthly, New York City, \$2.00 per year.

Connecticut School Journal, New Haven, Conn., \$1.50 per year.

The Teacher, Boston, Mass., \$1.50 per year.

University Monthly, New York, \$1.00 per year.

Educational Journal of Virginia, Richmond, Virginia, \$1.00 per year.

New York School Journal, Weekly, New York, \$2.50 per year.

Monthly Visitor, Norfolk, Virginia, \$2.00 per year.

Home School, Louisville, Ky., \$1.50 per year.

The Western, St. Louis, Mo., \$2.00 per year.

Wisconsin Journal of Education, Madison, Wis., \$1.50 per year.

Minnesota Teacher, St. Paul, Minn., \$1.50 per year.

Kansas Educational Journal, Leavenworth, Kansas, \$1.50 per year.

THE END OF THE HUNTER'S POINT BIBLE WAR.—The Long Island City Board of Education decided that the public schools shall open at 8:45 A. M., hereafter, and that the Bible shall be read in the opening exercises, but that children whose parents have sectarian objections shall not be required to present themselves until 9 o'clock, at which time the reading must conclude. Since the State Superintendent decided that the Bible could not be read during school hours in districts where objection was made, the exercise has been discontinued in Hunter's Point or First Ward school, but not in the other schools.

PERSONAL.—F. H. Hedge, D. D., has accepted the professorship of German literature of Harvard College. Dr. J. G. Holland, has been appointed commissioner of public instruction, by Mayor Hall, in the place of Enoch L. Fancher, who was recently appointed to be a justice of the supreme court, by Governor Hoffman.

JESSE OLNEY, the eminent geographer and author of Olney's Geography and Atlas, died at Stratford, Connecticut, on the 30th of July.

Evening Schools of San Francisco.

SEC. 63. Terms.—They shall be continued for the same length of time during the year as the day schools, with the same vacations.

SEC. 64. Studies.—The studies pursued in these schools shall be Reading, Spelling, Writing, Arithmetic, Grammar, Architectural Drawing, Mechanical Drawing, Book-Keeping, Algebra, and Geometry.

SEC. 65. Day Pupils.—No pupils attending a day school shall be permitted to attend the evening schools, except for the purpose of securing lessons in drawing.

SEC. 67. PRINCIPAL.—The principal shall not be required to teach a class but shall have the general superintendence of the school.

PUBLISHER'S DEPARTMENT.

FOUR SPLENDID CHROMOS FOR EVERY SUBSCRIBER.

Arrangements have been made by which we can offer a year's subscription to *The New York Christian at Work and Eclectic Weekly*, with their four magnificent Chromos: "Good Morning," "Carlo in Mischief," "Spring Flowers," and "Summer Flowers," together with *THE SCHOOLMASTER*, for \$4.

As the Chromos alone are worth from \$10 to \$15, and as the New York publication is every way first class, it presents an unusual opportunity to our subscribers. The Chromos are made by Prang and other celebrated artists, and will be forwarded promptly by mail, prepaid.

Should any subscriber desire only the two first-named Chromos, they will be sent with the two publications for \$3.

Remit to THOS. B. STOCKWELL, Providence, R. I.

"OUR DARLING,"


A first-class Chromo, is given to every subscriber to *Godey's Lady's Book* for 1873, whether a single subscriber for three dollars, or in a club of six for fourteen dollars. Address L. A. Godey, N. E. corner Sixth and Chestnut streets, Philadelphia. We club with "Godey." See our list for terms, and improve the opportunity.

SILICATE BOOK SLATES FOR SCHOOL USE.—Most teachers will testify that the old fashioned slates are a great nuisance in the school-room. Luckily they are now in a great measure superseded by book slates, like those made by the New York Silicate Book Slate Co., of 191 Fulton street, New York, whose advertisement appears in this number. These slates are an excellent article for schools, colleges and private individuals. They certainly deserve to be ranked among the "modern improvements" in writing materials. Try them.

If you want to advertise, G. P. Rowell & Co.'s advertisement will give you a valuable hint.

"About this time look out for" prospectuses. We offer several for inspection this month, and commend them all to our readers. We publish none but those of *first-class* papers and periodicals. In making up your list for 1873, give them a trial.

Subscribers who wish to avail themselves of our facilities for clubbing will find our revised list on another page. Please remember that the earlier you make your remittances, the more prompt will be the arrival of the magazines.

 Notice our offer of Chromos.

 OUR BOOK TABLE.

Received from Gladding, Brother & Co., *SPECTRUM ANALYSIS EXPLAINED*. Its uses to science illustrated, showing its application in microscopical research, and to discoveries of the physical condition and movements of the heavenly bodies, and including an explanation of the received theories of sound, light, heat and color, compiled by the editor of "Half Hour Recreations in Popular Science," from the works and observations of Profs. Schellen, Roscoe, Huggins, Lockyer, Young, and others. Fully illustrated. Boston: Estes and Lauriat, 143 Washington Street, 1872.

Teachers and scientific men who wish to find a clear and familiar representation of the natural phenomena of the newest and most brilliant discoveries of this century, will find this little book of an hundred pages an invaluable assistant.

KEY TO HAGAR'S ARITHMETICS. The publishers of Mr. Hagar's Arithmetics have issued a neat little manual of one hundred and sixteen pages, entitled, "A Manual of Dictation Problems, and Key to the Common School Arithmetic. By D. B. Hagar, Principal of the State Normal School, Salem, Mass."

It contains sixty-four pages of examples and problems, numbering more than one thousand, upon the various principles of arithmetic, from notation and numeration to evolution and mensuration, with a long list of miscellaneous examples and problems for examination.

The Key embraces answers to all the dictation problems and to all the examples

in the arithmetic. Solutions of difficult problems are inserted where necessary. The Manual will prove very acceptable to teachers using Hagar's Arithmetics, for its great store of additional examples and problems.

The series, which this little Manual renders complete, and I had almost said perfect, has proved very popular, especially with our best teachers and in the best schools.

The publishers state that within one year of the first appearance of the books, they have sold over seventy-five thousand copies—a circulation believed to be larger than was ever attained in any similar case before.

For accuracy of statement, conciseness of explanation, methodical arrangement, and natural, normal method of developing the several topics, those who have made fair trial of them pronounce them all that can be desired.

By combining the mental and written exercises in one book, the labor both of teaching and learning arithmetic has been much reduced and the method vastly improved.

One who has used the books a year.

A TEST SPELLING BOOK. By Hon. W. D. Henkle, late State School Commissioner of Ohio. Wilson, Hinkle & Co., Publishers, No. 187 Walnut Street, Cincinnati; No. 28 Bond Street, New York. Designed for the use of Advanced Classes, and as a Manual to Teachers. 12mo., 144 pages.

Henkle's Test Spelling Book contains more than *four thousand difficult words*, arranged in short lessons, including many proper names; also, a number of *Dictation Exercises*, and valuable suggestions to teachers.

Through the new and wide-awake firm of Valpey, Perkins & Co., successors to George H. Whitney, we have received **A CONCORDANCE TO THE CONSTITUTION OF THE UNITED STATES OF AMERICA**, with a Classified Index and Questions for Educational Purposes, by Charles W. Stearns, M. D. Published by Mason, Baker & Pratt, 142 and 144 Grand Street, New York, 1873.

This is a valuable book for the school and the family. Every citizen of the United States should study the science and spirit of the government.

OUTLINES OF HISTORY. By Edward L. Freeman, D. C. L., late Fellow of Trinity College, Oxford. New York, Holt & Williams, 1872.

This book is one of a series by this author. The material is wisely selected and combined. The style is interesting. We can only criticise the type used, which is too small and close for the student or the general reader.

HOW TO EDUCATE YOURSELF, with or without masters. By George Cary Eggleston. New York, G. P. Putnam & Son. For sale by Tillinghast & Mason Publishing Co.

This is one of the series of small, compact treatises on every day matters which the Messrs. Putnam are publishing under the title of "Handy Book Series." In the volume before us is given in a very sensible and pleasant style a method by which one may improve his culture, or develop his natural gifts, when deprived of the usual means through schools or teachers; though the principles laid down and the directions given are as applicable to students of our schools and colleges as to others. However, the main object of the book is to point out the way of knowledge to those in business or at a trade, who thirst for deeper draughts from the fount of learning, or who seek a broader and more complete development of their powers. To such the book will prove a great help, and we trust and believe it will meet with a hearty reception.

A CHANCE FOR HIMSELF, or Jack Hazard and his Treasure. By J. T. Trowbridge. *CAMPING OUT*, as recorded by "Kit." Edited by C. A. Stephens. Both published by J. R. Osgood & Co., Boston, Mass. From Valpey, Perkins & Co.

The first of these two books is in the usual line of the modern *boy's story*, and is remarkable neither for its plot, its incident, or its moral, if it has any. It belongs to the class of juveniles which are now being daily turned out on every hand by the cord.

We have a better word to say for the second book. With much in it, perhaps, that might have been omitted, or changed for the better, it is still a book revealing the fresh, unrestrained, quixotic nature of the *genuine* boy, in a perfectly natural and proper manner. Without any show of inculcating any principle, or even the hint of a "moral," it teaches a number of excellent moral lessons.

As a whole it has as few faults for a "boy's book," as any one we have seen for some time.

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OUR EXCHANGES.

THE PENNSYLVANIA MONTHLY is an ably edited magazine, filled with story and valuable thought. It is one of our best read monthlies, and we can cheerfully speak for it a large circulation in Rhode Island.

THE MUSICAL INDEPENDENT.—We are glad to welcome back that excellent musical periodical, suspended since the Chicago fire. It has been purchased of Messrs. Lyon & Healy, by Mr. Robert Goldbeck, the well-known pianist and teacher, and will be conducted in a really independent manner. The present number contains: "Will it pay to take a Musical Paper?" "Richard Wagner's Early Years," (by himself); "Queen Hortense and *Partant pour la Syrie*;" Editorials on Musical Education, etc. There are three new pieces of music, all by Mr. Goldbeck. Song, "The Cot;" song, "Separated;" piano nocturne, "Absence." The musical reader will be interested in Mr. Goldbeck's pungent and ably edited reviews of new music. Send \$2 to Robert Goldbeck, Chicago, Ill.

We welcome our new friend THE INTELLIGENCER, published by the wide-awake firm of Winship, Bassett & Dill, 41 Milk Street, Boston. Men will live who live by advertising.

Providence, R. I., the second city of New England, boasts of the only illustrated paper published in the eastern States. Its name, "OURS ILLUSTRATED," suggests the enterprising idea of illustrating *our* scenery, *our* public buildings, *our* institutions, &c., &c. It fulfills its mission in the November number by illustrating the Butler Exchange, (full page,) one of the finest business buildings in the country. "The Prodigal Son," and "Isn't He Cunning," both large illustrations are excellent in design and finish. These, together with twelve illustrations of the scenery on the line of the Portland and Ogdensburg railroad, complete the list. The article on the above road, indicates a thorough knowledge of the writer; and Miss Paulina Wright Davis' letter from Europe, is as usual very entertaining. "More about Clerk Life," is unusually good. The Art Gossip, Household and Agricultural De-

partment, together with stories, gossip about art and artists, and musical and dramatic people, make up an unusually brilliant number. The publishers are giving away to each subscriber two elegant \$5 Oil Chromos, Whittier's Barefoot Boy, and companion The Barefoot Girl. Price \$2 per year. Webb Brothers & Co., publishers, Providence, R. I.

1823-1873.—Such are the years of that veteran of the religious press, THE NEW YORK OBSERVER. All hail! say we to our elder brother, who was valiantly at work long before many of us were learning to peep: and whose pages now exhibit more than ever the vigor and strength of manhood. All hail! and best wishes for another fifty years' course, which is to be initiated with the generous *donation* to every subscriber of a "Jubilee Year Book," commemorating fitly the past, and giving encouraging anticipations for the future. We are always ready to commend the Observer to our readers. True to its faith, and faithful for the truth, it is unsurpassed as a family paper.

Send \$3 to the publishers, and secure a good paper and the Jubilee Year Book. Sidney E. Morse & Co., 37 Park Row, New York.

THE OVERLAND MONTHLY for December closes the ninth volume, and its bright pages now before us give promise that there is no lack of that peculiarly fresh and interesting reading matter which characterized this magazine from the first. In the present issue we find very instructive papers, among which we note: "Isles of the Amazons, No. IV;" "The Northern California Indians, No. VI," one of the very best historical papers; "Lost," a well-told story; "Asphodel," poetry; "Arab Literature and Love-Lore;" "Origin of our Antiquities;" "Living Glaciers of California;" "John and Margaret," poetry; "Ultrawa: Bay Coast, No. III," "The Building of the University," specially prepared by Prof. D. C. Gilman from his inaugural address as President of the University of California. The new year and the new volume should bring thousands of additional subscribers to this worthy magazine. See Prospectus.

OLIVER OPTIC'S MAGAZINE for December contains the conclusions of the three serials of Optic, Kellogg, and Miss Townsend. "Among the Raftsmen" is continued, with its stirring illustrations. "Mrs. Partington" contributes a humorous dialogue on "Scandal." The whole number is very entertaining, and calculated to please.

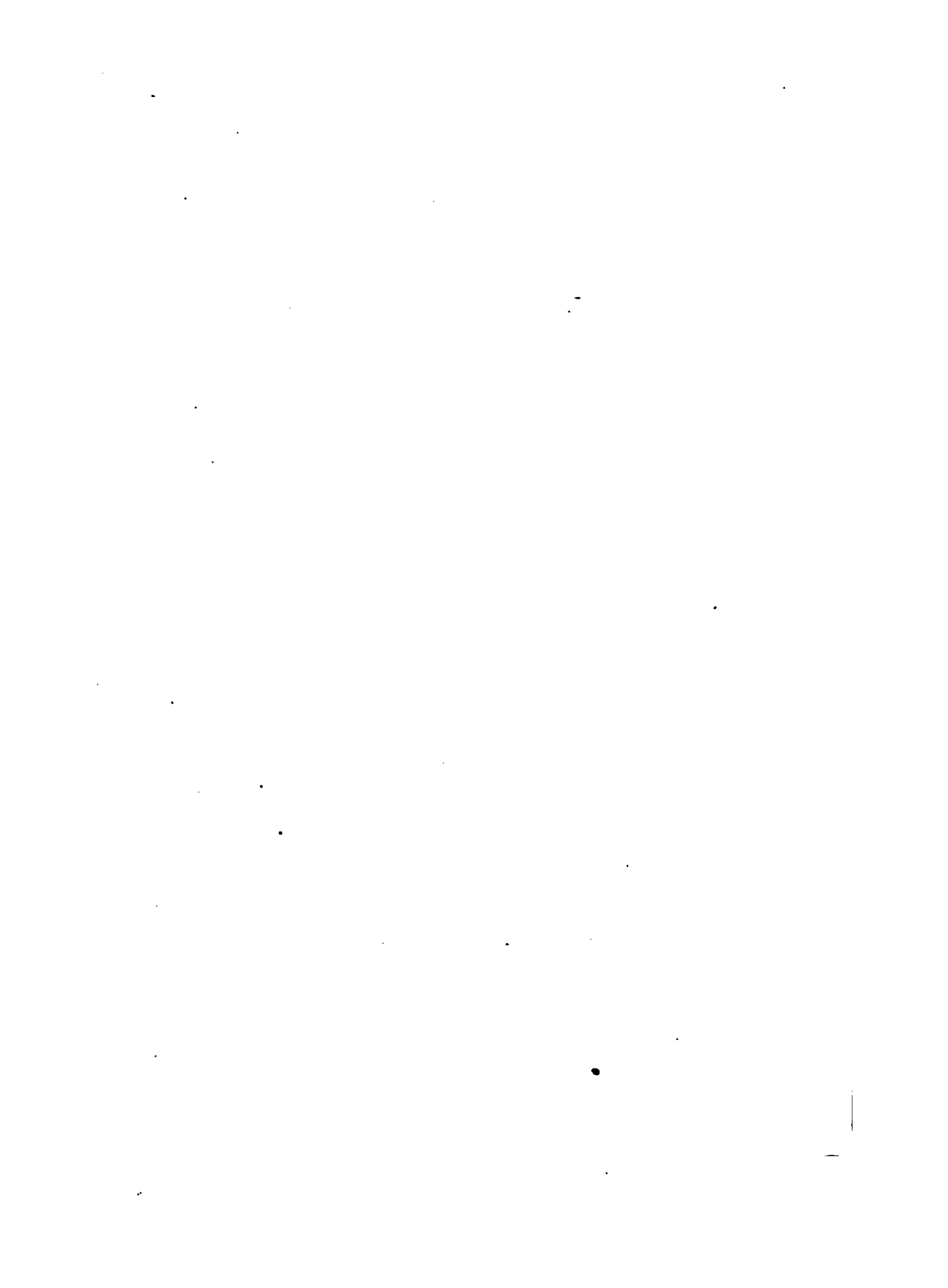
LITTELL'S LIVING AGE, always good, grows better with every volume. We know of no journal that shows the evidences of a masterhand in its editing so clearly as the Living Age. Comprehending within its scope the whole range of science, art, and belles lettres, it presents to its readers the cream of all the European magazines, thus enabling them to keep up with the lines of the most advanced thought of the day. It is the indispensable ally of every scholar. We will furnish Littell with the SCHOOLMASTER at lowest club rates. See club list.

THE SCHOOLDAY MAGAZINE closes up the year with a fine number; one which gives promise of good things to come in the future. It is a deservedly popular magazine for youth, and evidently means to continue to maintain its popularity.

December LIPPINCOTT is full of good things, but better are promised for the new volume. The short stories and sketches in Lippincott are of a peculiar style, entirely different from those of any other magazine, and are, as a general rule, of quite a high grade. It is a growing magazine.

THE NURSERY, with its bright, cheery face, is at hand, prompt and beautiful as ever. We hope more teachers will introduce it into their schools, for they will surely find it a valuable aid in their work.





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